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ABSTRACT

The program described in this handbook is a pre-admission counseling program dealing with the specific needs of the mature woman student. It encourages her to explore her educational and career options, making it possible for her to enroll in a career-oriented study program if she so chooses. The book operates on the assumption that it is no longer enough to work at a menial position outside the home, as it was no longer enough to stay home to wash diapers and wax floors. It assumes that women want meaningful work and meaningful lives, but often do not have the confidence, skills, training or experience to meet the demands of their aspiration. The goal of this handbook is to share the program experience and methodology with counselors, teachers, and administrators in order to assist them in implementing pre-admission counseling programs for mature women. (Author)

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women in a changing world

a handbook on a pre-admission counseling program for mature women students

by
Deanna Chitayat, Ph.D.
and
Elsa Rael, M.A.

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Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center of the City University of New York

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We anticipate with pleasure the reading of this manual in its final form by counselors Diana A. Bing and Helen Clarkson of Dutchess Community College, Ila Kaplan and Laurel Tanner of Rockland Community College, Sara Rabinowitz, Angela LaMarca, Joyce Belton-Lightner, Susan Shumejda and Marcy Bulin of Westchester Community College and Moreen Rabino of New York University, since it now incorporates many of their pertinent and relevant suggestions.

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Deanna Chitayat and
Elsa Rael

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FOREWORD: *The Dilemma and the Challenge*

From the young woman working the check-out at the supermarket, to the file clerk supplementing her husband's income — from the PTA program chairperson with children in high school, to the woman who baby-sits her grandchildren — there is a revolution in progress. It is a revolution of *"not enough!"*

It's no longer enough to work at a menial position outside the home, as it was no longer enough to stay home to wash diapers and wax floors. Women want meaningful work and meaningful lives, but often do not have *confidence* enough, *skills* enough, *training* or *experience* enough to make or meet the demands of their aspiration.

What we are hearing from women who'd been socialized to lives of service and subservience is the question, "What about me?" Implicit in the question is woman's dilemma and her challenge. The dilemma stems from the reordering of priorities to include a conscious appraisal of her own needs (in her interpersonal as well as her workaday world), an evaluation of the increasing options available to her, and the discipline to integrate the old roles with the new. The demand to keep pace, to grow and change in an ever changing world, is the challenge.

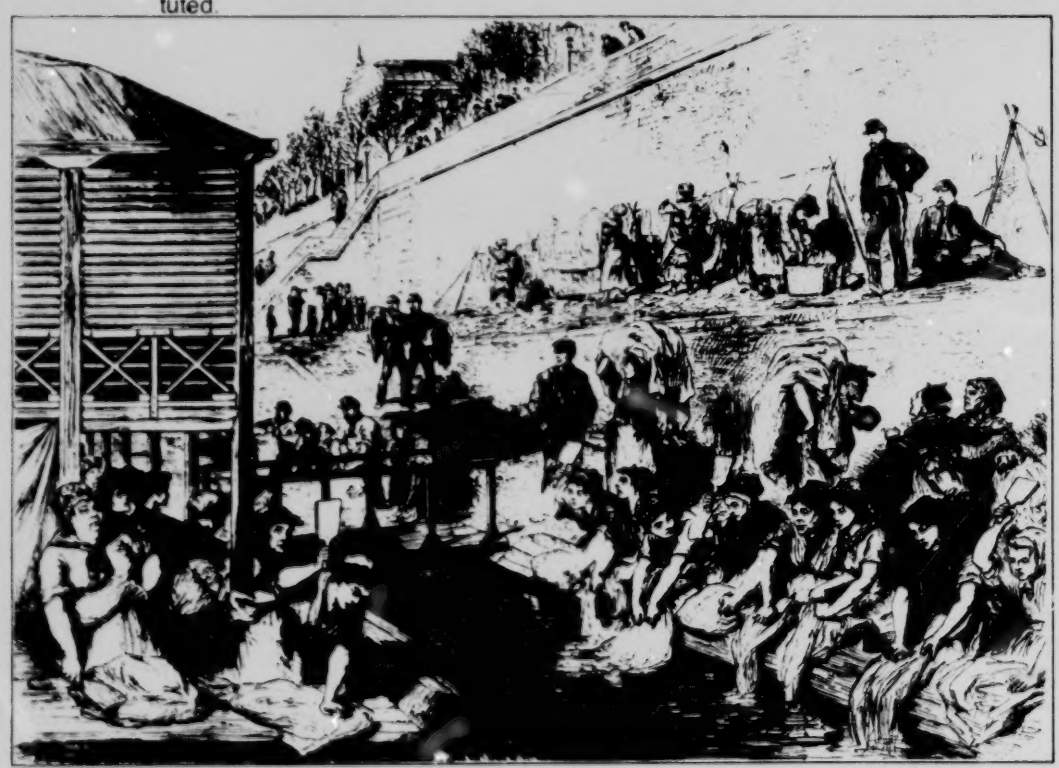
The New Occupational Student: Mature Adult Woman/*Women in a Changing World* program addresses both the dilemma and the challenge, and replies to the question of "What about me?" by offering, "If you're ready to open your world of options, perhaps we can help."

CHAPTER I
INTRODUCTION

Until recently, there had been no special assistance available when mature women sought to enroll in college. The questions covered by freshman orientation did not apply, or were irrelevant to their needs. Institutions lacked a coherent approach, as well as a defined commitment, to this vast group of high ability people.

The New Occupational Student: Mature Adult Woman/*Women in a Changing World* program, a project funded under a Vocational Education Act grant by the New York State Education Department, focused on some of the problems and attempted a solution. The project offers a unique pre-admission counseling program which deals with the specific needs of the mature woman student. It encourages her to explore her educational and career options making it possible for her to enroll in a career-oriented study program, if she so chooses.

The project, initially implemented at Bronx and Kingsborough Community Colleges in February 1975, was expanded the following year to include the Bronx, Queensborough, Staten Island and Borough of Manhattan Community Colleges. Innovative recruitment techniques were employed and workshop programs were instituted.



Washerwomen for the French military
etching, 1800's

The workshop series encouraged women to share their predictable anxieties in the face of an undertaking as major as college enrollment. They shared their feelings of indecision concerning future goals, their feelings of low self-esteem and fear of failure, their ambivalence between the need to fulfill themselves and the desire to maintain the basic structure of their lives. Additional concerns were lack of information about realistic job opportunities, salary expectations and discrimination due to their age and sex.

Of those women who attended the first of six free workshops, 75% completed the series, and of these, 73% enrolled in the study programs of their choice. 96% of these women reregistered for their second year, an attrition rate of 4%. This figure compares quite favorably with the usual attrition rate at CUNY, which is 50%, and attests to the effectiveness of the program in preparing the women for the college experience.

The reason for the success of the *Women in a Changing World* idea was due in large part to its painstaking appraisal of the needs of mature women students, and its concentration on meeting those needs. In its very best moments, the idea of *Women in a Changing World* was a three-way collaboration between student, counselor and concept.

The stated goals of the program were to:

- Encourage a new population of students, mature adult women, to enter career programs at four community colleges within the City University of New York.
- Recruit this student population through innovative methods.
- Train college personnel in the methods and procedures of a success-oriented self-actualization process for mature women.
- Provide equality of access to careers by expanding participants' awareness of career possibilities and modifying their existing attitudes regarding the nature and variety of occupations "appropriate" for women.

The positive results with the *Women in a Changing World* project has prompted an effort to encourage community colleges throughout New York State to undertake pre-admission counseling programs for mature women.

The goal of this handbook is to share the *Women in a Changing World* experience and methodology with counselors, teachers and administrators in order to assist them in implementing pre-admission counseling programs for mature women.

Lady's Maid
USA etching, undated, uncredited

Costerwoman: "Buy my live eels!"
England, 1750

CHAPTER II
VOICES FROM ADMINISTRATION

In what appears will be a protracted period of declining student enrollment at all levels of higher education, encouraging the recruitment of a new category of students suggests many advantages for the institution. The fact that this comes at a time when mature women are seeking to "change their worlds" in accordance with new needs and demands makes this a group for primary consideration. As a matter of fact, as Dean Irving Slade says (p. 9), "I find it difficult to think of a single reason why this step [developing programs for adult women] should not be undertaken." Indeed, Dean Slade believes it to be "...a matter of survival to tap new populations."

Reentering women have proved to be highly motivated, superior students, highly valued by college faculty. In addition, "Adult women," Dean Slade continues, "...are among the most economical students to serve on campus. A good percentage of them do not seek financial aid, [and] once directed in the right path, make few counseling demands."

Dean Roslyn R. Attinson (p. 11) believes this new category of students will not only lead to "...increased enrollment in existing academic programs, [but also to the] development of new programs [and] new opportunities for more effective use of resources." She further believes that in order to "sell" administration on the need for such programs, "It helps...if programs are presented as academically viable, financially desirable, logistically possible, resource-effective, and compatible with the mission of the college." There is no doubt that the enrollment of mature women positively affirms each point made by Dean Attinson.

"Given the fact that all of us are trying to get the most out of every dollar invested in education," adds Dean Dolores J. Bullard (p. 6), "[and] given the fact that there is a population which is committed and which has proven successful, a program initiated by a campus for mature adult women who wish to return to college is an investment well worth making."

From: *Dolores J. Bullard*
Dean of Students
Bronx Community College

Benefits to the Institution of a Pre-admission Program for Mature Women

In considering whether or not to support the establishment of any new program, the first questions an administrator usually asks is why? How will it benefit the institution? What will it cost? What are the short term and long range benefits? These questions will be asked of those who wish to institute women's programs on campus. Citing Title IX Regulations or the rhetoric of the Feminist Movement is not sufficient to convince an institution to embark upon what I have found to be a very worthwhile and positive program — *Women in a Changing World*.

Why, in this higher education universe of shrinking resources, should an institution support such a program? One answer is found partially in the question. The universe of higher education is *shrinking* in what are normally considered to be college age students and also in monetary resources. Therefore, institutions must find new resources if they are to survive. Among the major programs of most institutions in an effort to maintain enrollment is an active recruitment program. But, given the fact that the college age population is shrinking and given the fact that our population growth is nearing zero, the number of first time college age, i.e., 18-22-year-olds, is diminishing. This fact has been documented over and over.

There are two possible alternatives to deal with the above problem. The first is to adjust to a smaller institutional size, geared to continue in the traditional way and serving what is known as the traditional population. It is possible that an institution may wish to make this choice. However, given the fact that many institutions have available the physical plant and educational resources to serve a larger population, is it not wise to consider whether or not the traditional 18-22-year-old student is the only one who may benefit from a college education, and, equally important, to consider whether or not education should be confined to these years? Again, if we refer to the literature and listen to those who point to the future, it becomes more and more evident that education will become a life-long pursuit, and that few, if any of us, will have a single career for our entire working lives.

If indeed, then, we wish to seek out new populations which will benefit from a college education, *where* and *who* become questions, and *why* the Mature Adult Woman? I think that many years ago it was pointed out that those few adventurous souls — married women who were older — who dared to return to college and brave the looks and treatment of being "oddities" on campus, were found to be serious students, highly motivated and usually finished in the top of the class with "flying colors." It was pointed out that these women had fulfilled what was "expected" of them in terms of a "female" role. They had married and had children. They, therefore, were not driven by the then societal prescription which stated that to be female meant to be married and to bear children. Those few brave souls were the vanguard of the many who can return and be of benefit to our campuses today.

It is well-known that a person with a goal will usually do better, assuming that the goal is realistic, than one who is without goals and is drifting. The person who brings commitment to the task,whatever it might be, will usually perform better than one who is involved because it is "expected," or "the thing to do," or part of what everyone does at a given time during life. The mature adult woman generally has a primary goal in mind, is committed to the task of obtaining a higher education and is involved in college because she *wants to be in college! She is, therefore, a serious committed student.*

It may be necessary in the beginning, however, especially for those who have spent many years confined to home and children, to provide some help with future goal clarification and direction prior to their actually undertaking college work. Lack of information about viable career alternatives can present some difficulties in decision making at the beginning. Hence, there is a need for the establishment of a pre-admissions program to assist many in making the transition. Parenthetically, it might be added that such programs may well be of value to others, as well as to the mature adult woman.

To recapitulate, we are talking of tapping a pool of potential students who can help an institution in terms of meeting its recruitment and admission goals, who are committed to success, and who because of a wealth of other experiences will usually bring a new and valuable dimension to the classroom. However, usually when an institution recruits, once having convinced the students to come, the recruitment effort is considered finished. We are here advocating not only recruiting, but providing a program prior to the actual enrollment of the student. Why, the question may come, should an institution invest in supporting a program prior to the actual enrollment of the student? Perhaps it would be well to say as noted above, that there is a need for more goal clarification for all students — even our traditional 19-22-year-old group. However, we are focusing here on a very particular group and their needs. Many of the women who respond to these programs have one clear thought in mind — they *know* without question that they wish to change their current life style. They *know* that they do not wish to continue in the mode in which they are currently living. Most of them also are committed to the fact that the best and surest way to make that change is to obtain additional education.

The question, then, for many of these women is, education for what and what specific career am I best suited for? What can I commit myself to in terms of length of time and necessary skills which must be obtained? To be completely realistic, for some the question may be, do I really wish to obtain an education for gainful employment, or is it that I feel a compelling need to know more about myself, the world I live in, my culture and to enrich my intellectual life in general? When we consider that one of the constantly expressed needs of our society is for a more enlightened consumer, a more enlightened viewer, a more enlightened reader, etc., then none of us, I feel, can gainsay the value of a person returning to education for the purpose of becoming more knowledgeable even though she does not wish to enter the world of work. Such a potential student may have as valid a reason and as strong a commitment as one seeking a career. And, it would unquestionably add to the quality of life in general if there were more enlightened buyers, viewers, readers, etc. What I am saying is that whether or not it is for gainful employment or merely the acquisition of knowledge for its own sake, the mature adult woman who returns for an education has proven to be a serious and committed student.

However, to return to the earlier point, i.e., the need for a pre-admissions program — it is because most of these women have either not had an opportunity to know precisely what opportunities are available in the world of work and/or have occupied very narrow and limited jobs if they have been working. In addition, they do not have as many years to spend in experimentation as the younger student. They do know what it is they are seeking in one sense, i.e., — change! And to reiterate, they are committed to education as a means to that change. The college, then, in order to capitalize to the fullest extent on this potential population, will find that the investment in a pre-admissions program in which the process of sorting out in terms of precise goals and career information is followed will be investing in a very worthwhile and beneficial program. One can view the matter from the point of considering the entering student as an input and the graduate as the desired output. Then one has to consider what resources are necessary to accomplish this and what the costs are. If we consider the "drop-outs," "stop-outs," changes of curriculum, etc., which many ordinary students go through, and consider our "profit" in terms of the number of "outputs" we have in relationship to the "inputs," then I think it can be clearly demonstrated that a small investment in this kind of program will give one a proportion of graduates or "outputs" in excess of what normally is expected in most college populations. Of these women who have gone through the program and enrolled in the college, the percentage of retention, of high GPA's, and of success as measured by all of the usual criteria, indicates that they have continued to rank among the highest group in college. *In fact, our last three valedictorians have been mature adult women!!*

There are many reasons which an administrator might put forth for not wishing to initiate new programs on campus. And these reasons might have validity within the context of any given campus. However, what we are pointing out is that with a relatively small investment, a campus can recruit and admit a population which by every criteria will be successful. With a relatively small investment of personnel and time, a program for mature women can be supported. The initial session which introduces the women to the college and to the kinds of choices and exploration through which the program leaders will be taking them is extremely inexpensive. The advertising is also inexpensive for it has been our experience that after the first few announcements, the word travels "like wildfire" and the news of the program carries itself. Indeed, the problem has more often been how to limit than how to expand. The sessions and the material through which the participants are introduced to the college, to career decision making, to value clarification, is also a relatively modest cost given the kind of response and the success which these women have demonstrated on embarking upon their formal careers.

To repeat my opening statements I would like to point out that given the facts of shrinking populations, given the fact that all of us are trying to get the most out of every dollar invested in education, given the fact that there is a population which is committed and which has proven successful, a program initiated by a campus for mature adult women who wish to return to college is an investment well worth making.

From: *Irving Slade*
Dean of Students
Queensborough Community College

Developing Programs for the Mature Adult Woman

Developing programs for the adult woman so that she can enter either the world of work or begin pursuing a college education is a very positive step for administrators to undertake. When I was asked to put down my views concerning the above-mentioned program, it was requested that I give my reasons as to why administration should undertake these kinds of programs. Truthfully I find it difficult to think of a single reason why this step should not be undertaken.

During the next few years of shrinking admissions to colleges, due primarily to fewer students graduating high schools, plus a decrease in the percentage of students who would be seeking higher education, it seems a matter of survival to tap new populations. The colleges and universities have just gone through the golden

French Servantwomen
Engraving by Abraham Bosse, 1600's

years concerning enrollment. Heretofore, their commitment to finding non-traditional students has been a creative and prestigious kind of undertaking. In today's marketplace, it becomes a matter of survival. There are many mature women who have separated from the stereotypes that were prevalent during their decisive years as to what they would be doing the rest of their lives. An example of this is the number of secretaries that I have had the pleasure of working for me during my twenty years in higher education. I have been blessed with intelligent, mature women, but I could not help wonder why they did not go on to higher education. Almost all of them told me that at the time of graduation from high school or even before, college was not a choice that was put before them. In many cases, it was a choice given to their brothers but was not an option available to them. I believe that it is currently the moral obligation of college administrators to develop programs which will convince these women that there are indeed other choices.

Adult women as college students are among the most economical students to serve on campus. A good percentage of them do not seek financial aid, but merely want the opportunity; once directed in the right path, they make few counseling demands and certainly are not people who demand that the college present them with a creative social life. As commuting students, the majority merely want the opportunity to get an education.

They also bring to the classroom a new dimension for the traditional high school students entering college. In the past, high school students had not experienced being in the classrooms with anyone other than peers. Suddenly they find themselves in the classroom with students obviously the age of their parents or older. This, more than any other factor, convinces these students that perhaps college is really different from high school.

The mature adult student statistically has proven to be a highly motivated and superior student, whom our instructors value highly. Recently we had the idea of developing special classes where the mature woman can enroll in a specific class with a specific professor. It was our idea that we would encourage them to come back to higher education if they knew that there would be other mature women in the classroom with them. It was interesting to see how the faculty themselves volunteered for the mature students. We found that we had more volunteers for these classes than we could satisfy. In my discussion with them, they all reaffirmed the belief that mature students, in their experience, are the most eager and serious students in their classes.

From: *Roslyn R. Attinson*
Associate Dean, Academic Affairs
The College of Staten Island

Notes for Improving the Program

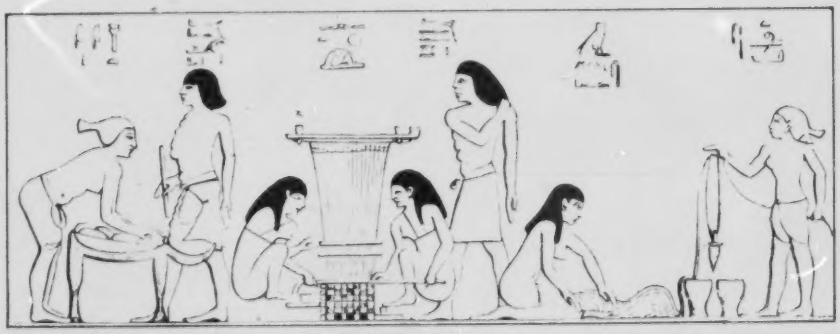
The chances of successfully launching and implementing any program for women at the college level are probably better if there is a woman administrator involved. This is not meant as a criticism of the responses by male college administrators. Nor is it a self-serving encomium by this administrator who happens to be a female. It is a demonstrable fact, as witnessed in the recent *Women in a Changing World* programs at various CUNY colleges. It is also borne out by my experience as Dean of the Evening Session at Staten Island Community College. My close contacts with adult students alerted me not only to the increasing numbers of mature women who were returning to college, but also to their concerns about managing housework along with their jobs and families. I was not surprised, therefore, to learn of the overwhelming response—(in fact, over-subscription) to the *Women in a Changing World* program at Staten Island Community College. Despite the success of the program, it is perhaps appropriate to raise some questions.

- Could the program have been even more effective? If so, how?
- What should administrators expect of such a program?
- What should this new clientele expect of college administration?
- To what extent should teaching faculty as well as counselors be involved in planning for the mature returning student?
- Should the emphasis be primarily on pre-admission counseling?
- Do counselors have the political "punch" to initiate such programs?
- How can administrators be "sold" on such programs?

I don't presume to have all the answers, but invite you to share some thoughts with me.

How can the *WOMEN IN A CHANGING WORLD* program be even more effective?

Fielding a program for pre-admission counseling of mature women commits college resources which tend to be limited (such as personnel, facilities, and dollars).



Women Weaving and Washing with their Overseers
from Ancient Heiroglyphic

Acceptance of the concept depends upon favorable attitudes and perceptions concerning the new occupational student. It is my judgment that earlier involvement of administrative personnel responsible on a college-wide basis for overall academic operations could help to place higher priority on the implementation of the program. It could also have a significant effect on the attitude of administrative personnel toward the new "non-traditional" student. Hopefully, participation in planning could lead to a shift from the all-too-frequent bureaucratic-procedural approach to a genuine people-centered concern for the needs of new clientele.

Recruitment for the program, staff development, workshops, et al., are critical ingredients. But they cannot be successful in a vacuum. The enthusiasm, cooperation and commitment of the college administration can provide the integrated support services and academic environment so necessary for follow-up and continuity.

What should administrators expect of such a program?

Briefly . . .

- Improved public or community relations.
- Recruitment of a new clientele.
- Increased enrollment in existing academic programs.
- Development of new programs.
- New opportunities for more effective use of resources.

What should the new clientele expect of the college administrator?

Simply . . .

- Recognition of the program of the mature student.
- Commitment of support services.

To what extent should teaching faculty as well as counselors be involved in planning for the mature returning student?

- Administrators can provide over-all support.
- Counselors can provide the self-awareness workshops.
- In addition to women faculty members who teach in career-oriented programs and who participate in the career exploration workshops, other members of the teaching staff could be used more effectively in the program. Many have had the experience of teaching adult populations—and can help to relieve the anxieties that women may have about college classes. Perhaps in addition to the career exploration workshops and academic information sessions, there could also be some mini-college classes conducted by women faculty members in a variety of relevant disciplines.
- On our campus, women faculty members who were actively involved in integrating and teaching academic programs keyed to women's interests and needs felt they were bypassed by the *Women in a Changing World* program. They had not been contacted initially, nor did they know anything about the program. It was not until this administrator was asked to participate that they were brought together with the counseling staff which by then had already been through training for the program. It may be advisable to consider the possibility of developing teams of counselors and teaching faculty to work together in future programs.

Should the emphasis be primarily on Pre-admission Counseling?

- As mentioned previously, a pre-admission counseling program is not likely to be successful in the long run if it exists in a vacuum. The women who participate may be "turned on" to pursuing college programs. The college must then be prepared to service their needs. Unless the program is planned as an integral part of a total academic delivery system, it may not result in anticipated outcomes. If the college is to provide more than lip-service or window-dressing, a serious attempt must be made to develop new approaches to academic programming and support services for mature learners.
- Do counselors have the "punch" on campus to initiate such a program? Hardly. This involves all facets of the college operation. Administrators, teaching staff, counseling staff, skills centers and student services, among others, should be involved initially and continuously.
- How can administrators be "sold" on such programs? There is no magic answer. It helps, though, if programs are presented as academically viable, financially desirable, logistically possible, resource-effective, and compatible with the mission of the college. The *Women in a Changing World* program meets these criteria. It can be even better!

The Schoolmistress
France, engraving by Bosse and Daughter, 1600's

From: *Lore Jarmul*
Assistant to the Dean
Queensborough Community College

Selling the Program to the Administration

College administrators, in the 1970's, are operating in a time of limited funds and shrinking enrollments, and they often have to worry about the very survival of their institutions. It is not an opportune moment to suggest the institution spend money on a new program for adult women, particularly to the typical male college administrator who probably grew up believing that a women's place is in the home. He often feels at least ambivalent about the prospect of bringing women to the college campus, since he identifies with the husband who likes the status quo at home. He has visions of complaints about neglected children and TV dinners, and he does not welcome the prospect of having women pressure the administration for day care services for their children, quiet eating facilities away from the rock music in the student cafeteria, and such special privileges as pre-registering for courses so that they can go to school during the same hours as their children.

Adult women returning to school mean problems—why should a college administrator look for such trouble? The answer lies in numbers. There are lots of middle-aged women who can fill seats in empty classrooms. They can balance out the shrinking teenage enrollment. The tuition and fees they pay can help to stabilize a rocky financial picture. At a time when almost every college in the country is looking for bodies, the mature adult woman presents a new market which admistrators cannot afford to ignore.

Some adult women choose to go back to college on their own and do not need the incentive of a special program, but many others are too insecure to take this step without special support. This may be hard for some college administrators to understand, since the women they come in contact with, at work or socially, are not the "stay-at-homes." They have to be convinced that there is an untapped market, that there are hundreds of "Edith Bunkers" out there who are capable of doing college work, can profit from it, and may well take this step if they are given a little help along the way.

What can a counselor do to convince the administration of this fact?

1. The counselor deals with students on a personal level in a way that administrators seldom do. They hear teenage students talk about their mothers, and sometimes they meet the mothers personally, particularly at a commuter college. The counselor hears about the middle-aged woman's concerns and frustrations, and can substantiate the need for help in making the transition from home to college.

2. The economic reality that more and more women are working is a well known fact to any newspaper reader. More women want to go back to work, but often feel the need for training before they look for employment. They feel a need, and colleges are prepared to meet it. This is an important point to bring to the attention of administrators.

3. Counselors can stress statistics which are probably easily available, and which at most schools show that mature women constitute an increasing percentage of the total student body, and that they usually perform well above average academically. These are desirable students, and a small investment in wooing them to the college campus is very worthwhile.

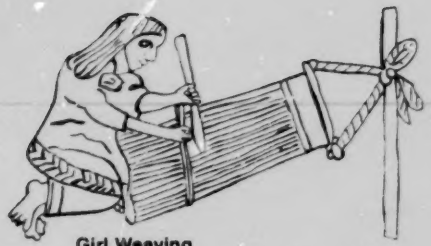
4. In the process of running a program like *Women in a Changing World*, counselors learn skills which are applicable to other groups within the college population. The Motivation Advance sessions in particular can be used with many different kinds of groups. At a time when most colleges have had severe cuts in their counseling staff, any group skills are valuable additions to the total student personnel program, since group counseling must be stressed over individual counseling during this period of staff shortages.

Specific strategies to "sell" the administration

1. If you know of an administrator who has had personal experience with a wife going back to school, enlist his help. Enthusiastic support can often be found in many places—the president's secretary is going back to school in evening courses, a faculty member's wife just got a good job immediately after graduation, etc.

2. Mature women already on campus can help. They are not only a very positive force on campus, but their help can be enlisted in bringing community women into a program like *Women in a Changing World* can play a part in making the program a success. At QCC, for instance, members of a club of mature women students on campus encouraged their friends to join the *Women in a Changing World* program when it was first offered, and then served as peer sponsors to women who entered college.

3. Run a one-day program, which can be self-supporting by charging a small admission fee, at which women can explore the possibility of returning to school or to work. Queensborough has run three such programs successfully, each with a slightly different variation of the theme. The first one featured a number of women who are successful as wives, mothers and career women, and dealt with a variety of career possibilities. Guests included a pediatrician, a social worker, a buyer, a teacher-aide and a psychologist. The next program focused on the impact on the family when mother returns to school or to work, while the third was a career fair, with representatives of seventeen different professional associations offering information about a wide range of career opportunities. Programs like these are good public relations for the college and usually bring a number of new students to the campus. They are also a good "testing of the market" for a program such as *Women in a Changing World*.



Girl Weaving
from an Ancient Aztec picture

SUMMARY OF IDEAS FOR APPROACHING ADMINISTRATION

Generally, administrators will be interested in pragmatic solutions to current problems. Counselors are more likely to succeed in gaining support if they can relate the enrollment of mature women to the following adminstrative concerns.

Shrinking enrollment
Shrinking funds
Empty classrooms
Empty seats
Cuts in faculty
Cuts in staff
Underutilized resources

Mature women can increase enrollment in existing academic programs.

Mature women are economical students—many are able to meet the expenses of a college education.

Mature women students encourage the development, by their presence, of new programs which also benefit traditional students.

Mature women's presence on campus is compatible with the mission of the college.

Mature women have proved themselves committed, successful students.

Mature women on campus enhance community, college and public relations.

Mature women come *wanting* the college experience, rather than because it is expected of them.

Mature women, because of their *"life experience,"* bring new and valuable dimensions to the classroom.

The argument has been advanced that those women capable of college work either have, or will at some time, reenter on their own. This view does not take into account the countless women who are not self-starters; who need every bit of encouragement, reassurance and creative assistance the institution can muster. It is to this population that the *Women in a Changing World* program reaches out.

CHAPTER III
THE WHY OF THE PROGRAM:

Mature Women's Needs for Pre-admission Counseling

Many women communicate as much anxiety about entering the world of academia as they do about getting a job.

> "The decision to stay at home is both desirable and undesirable; the decision to go to school (or work) is both desirable and undesirable. Staying at home propels her toward school/work; the thought of school/work (and all its risks) propels her back home. She can neither be content at home, nor can she move towards school; she is caught in an approach-avoidance conflict."
>
> Deanna Chitayat—12/15/76 letter to Ella Kelly, H.E.W., Wash., DC

The women feel inadequate to the challenges in terms of confidence, skills, aptitudes and strengths. Are they intelligent enough to make the grade? How will they measure up to the competition of the eighteen-year-old students coming fresh from high school? What will be the attitude of faculty to middle-aged woman in the classroom? How are they to grapple with the alien language of academia: what *is* a matriculant? a tutorial? a transcript? Will they manage their roles as students while maintaining the responsibilities to their families? Will husbands be resentful? Will children suffer? Do they have the *right* to make demands for their own self-development? How should they assess individual strengths? Career preferences? What programs are available at the college in line with these strengths and preferences? How and with whom do they plan a coherent course of study? What may they expect in the way of a job when they complete their schooling? In the way of salary? Advancement? And, if they should achieve a measure of success as students or at a career, what will *that* do to the equilibrium of their family relationships?

These very real issues make manifest the need for pre-admission counseling in behalf of mature women. The *Women in a Changing World* program addresses these issues "head on" with a workshop series which provides information and insight into the components of (1) self-awareness, (2) career orientation and (3) college information.

The *self-awareness* workshops open discussion into the areas of low self-esteem and the concommitant fear of failure, and suggest a procedure and possibility for self-actualization. Fully half the scheduling of the workshops is given over to the Motivation Advance Process, a structured, affective education program.

The *career orientation* workshops provide a setting in which the women may explore their individual work interests, aptitudes and skills, and receive realistic, up-to-date information about the jobs for which they may prepare.

The *college information* workshops translate academic language, explain curricula and applications procedures, describe services available at the college and attempt to render workable this alien territory.

While we may be able to statistically assess the need for a program for mature women, how can we measure the excitement they evince in the process of opening their lives to undreamed of growth and possibility? The need exists, and so, too, does a program for *Women in a Changing World*.

The Seamstress
by J.T. Peele, England

CHAPTER IV
THE WHAT, WHEN, AND WHERE OF THE PROGRAM

Brainstorming the Program

In order to determine the feasibility for your institution of a program for mature women, it would be a good idea to invite the counseling staff to a discussion and exchange of ideas. It is probable their input of suggestions will add greatly to the success of such a program, as well as create an atmosphere of involvement with it. Some of the questions you might throw onto the floor for discussion are:

- What is the target population and what are their needs?
- How are they to be contacted?
- What activities can be undertaken to respond to these needs?
- Are personnel available with the skills, information and commitment to assist in the implementation of the program?
- Are there campus facilities available for the workshop meetings?
- Are there campus facilities available for the larger introductory meetings?
- How is such a program beneficial to the college?
- How is such a program beneficial to the potential student?

When you have answered these questions, you are on your way to a rough outline of the program's applicability to your college.

Administrative and counseling staffs may also be in a position to suggest the names of talented speakers from faculty and private industry to address the students. The President of the college may, if invited, agree to keynote the Introductory Conference of the series. Positive feedback from both these internal sources can add immeasurably to the successful outcome of the entire program.

Budgeting the Program

1. Underwriting the Costs

This is a question you may want to consider: Will you be charging a fee to participants in the workshop program? Is the fee designed to cover all costs? Many of the materials and the services of resource persons are free, but special expenses may include lunches or coffee and tea, travel costs for guest speakers, audio-visual materials rentals, outside space rentals, printed programs, mailers and posters, newspaper advertising, mailing costs, duplicating costs, resource packet folders, career interest survey materials and scoring fees, phone calls, custodial fees, supplies, release time for counselors, secretarial costs, facilities and personnel for child-care arrangements, etc.

Since it is distinctly in the interest of your college to increase enrollment, underwriting some or all of the costs of the program may be to your advantage. There is no question that in the *Women in a Changing World* experiment, the fact that the program was offered free of charge brought larger numbers of women than would otherwise have come. At the very least, consider the probable advantages of underwriting the Introductory Conference. You, in collaboration with your administration, will need to determine to what extent you are willing to underwrite a pre-admission counseling program for mature women.

2. Grant Monies

Although money is in short supply, underwriting programs for women is consistent with the policies of state and federal education agencies, as well as with many private foundations. Contact them requesting their *Grant Guidelines* and applications.

In addition, most New York colleges are affiliated with the *Foundation Center*, a non-profit resource library, funded by private and public foundations and institutions. Its function is to collate and disseminate information about access to grant monies. A day spent at one of their offices may yield just the source (many grants are allocated for specific regional areas) to which your college might profitably apply. We recommend calling or writing in advance for an appointment to ensure someone will be available to assist you in your search. The New York State regional offices are located at:

New York City:
Foundation Center
888 Seventh Ave.
New York, N.Y. 10019
212 489-8610

Albany:
Regional Collection
New York State Library
State Education Department
Education Building
Albany, N.Y. 12224

Buffalo:
Erie County Public Library
Lafayette Square
Buffalo, N.Y. 14203

Levittown Public Library:
Reference Department
1 Bluegrass Lane
Levittown, N.Y. 11756

Rochester:
Rochester Public Library
Business and Social Science Division
115 South Avenue
Rochester, N.Y. 14604

Scheduling the Workshop Series

1. Days? Evenings? Weekends?

Since housewives are the women most disadvantaged in terms of confidence, skills, experience and knowledge of occupations, the *Women in a Changing World* program chose to work with this group. Knowing our target population determined the scheduling of the workshop series: daytime, between the hours of 10 a.m. and 2 p.m., which permitted the participants to be home in time for their children's return from school. If, however, you develop a program for working women, a three-hour evening program will better suit your scheduling. Should you want to invite the participation of both groups, you might effect a compromise by scheduling on weekends.

Another consideration is the availability of counseling personnel, faculty members, guest speakers, etc., during evenings and weekends. In any event, it is obvious you have the three possibilities of daytime, evening and weekend workshops. Decide your target group(s) and staff availability, and you will thereby select the timing of your workshops.

2. Duration of Program

Whether you decide to run your series over a six-week period or stretch it for an entire semester, it would be a good idea to plan the culmination to coincide with your school's registration period. This permits those women who choose to enroll at the college to do so at an optimum moment in terms of their confidence and self-awareness. The more time alloted however, the better, since by extending the series, you provide support as needed. In this way, the women can "slide" with minimized anxiety into enrollment.

3. Calendar Scheduling

Selection of dates must take into account legal and religious holidays. Everyone working in the program, including your Dean of Student Services, should receive notification of the dates. The schedule for the entire series should be confirmed in writing.

Logistics of the Program

1. Marshall Resource Persons and Materials

Confirming dates with guest speakers and arranging for audio-visual materials, interest survey materials, duplicating or printing questionnaires, etc., may require several weeks to "shore up." Schedule the waiting into your plans. As your acceptances and materials are confirmed, you can begin to schedule your final agenda. Again, all these details and arrangements should be confirmed in writing.

The Secretary — 1901
etching from photograph, uncredited

2. Arrange for Workshop Sites

1) a large meeting room for the Introductory Conference to accommodate large group activities
2) several smaller rooms or a large room divided so the group may be broken down for small group activities

There will be a need to return to the large group activity for either part of each meeting, or from time to time, depending on the particular workshop agenda you plan. Keep in mind that in the *Women in a Changing World* experience, the logistics of space required a good deal of juggling, and this will probably be true for you, as well. Consider student and faculty lounges, libraries, church and synagogue basements, community centers and off-campus housing as alternates to campus sites. Be sure whatever room or space arrangements you make are confirmed in writing.

3. Coordinate Food Service

Whether you have the resources for serving lunch or are requesting the participants to bring bag lunches while you serve coffee and tea, the dates and sites will have to be arranged with the catering service. It is also a good idea to check with the meeting site to ascertain permission to serve lunch and/or coffee on the premises. The schedule details, including what is to be served, when and where, should be confirmed in writing.

Recruitment Ideas

The task of developing recruitment plans, from the viewpoint of your institution, will include an assessment of:

- The personnel and facilities available to implement a recruitment plan
- The particular community and its specific needs for a program for returning mature women
- An appropriate numerical goal (a minimum as well as a maximum figure) for the numbers of women your program will be able to adequately service in a pre-admission counseling program

Recruitment requires publicity. Publicity requires the utilization of a network of available community sources: influential persons, community organizations, local media, etc. In the case of the *Women in a Changing World* program, the strategy was to maximize publicizing the program by contacting that available network in order to reach the largest numbers of eligible women in a minimum of time. The pattern of recruitment included:

- Contacting college community relations persons by phone with a short, general explanation of the program
- Follow-up with personal appointments, at which time more lengthly explanations of the program were offered
- Printed matter was left to fill in where discussion left off
- Request that these key persons make contact with community newspapers and radio stations to run press releases and spot announcements giving public notice of the program
- Solicit suggestions from this group of experienced people for enhancing the publicizing of your program

"Down Maiden Lane to the washing-pool came the buxom Dutch maids, carrying their bundles of linen."
R. Perry, 1600's

The same procedures would apply to the contacting and follow-up of the community relations staff of appropriate District School Boards. A meeting with this group, to which the president of elementary, junior and senior high school Parent Associations were also invited could prove helpful. Follow-up might include:

- Packets of promotional materials sent to Community School Board representatives
- Packets of promotional materials sent to Parent Association presidents for direct distribution at open general meetings
- Request that Parent Association newsletters and meeting announcements include information about the recruitment program
- Community agencies such as public libraries, adult education groups, etc., should be contacted and followed up with meetings and packets of promotional materials
- Private and parochial schools should be contacted and followed up
- Selected community organizations, such as garden clubs, church groups, League of Women Voters, Hadassah, hospital volunteers, etc., should be contacted and followed up
- Contact appropriate personnel at all AM and FM radio stations, television stations, etc., for public service announcements advertising the program, meet with them and solicit their advice about how to follow-through a public relations campaign
- Prepare the ingredients for a human interest feature story on a returning student; then contact the feature editor of local newspaper requesting a reporter, and if possible, a photographer.

Establishing rapport with college, community and media resources requires time and patience, but pays off in the form of ego-involvement with the program. A single phone call or even a well-worded press release are not enough. Personalizing and following-up on each contact will prove most productive.

Additional ideas to keep in mind are:

- Timing: since Parent Association meetings are scheduled monthly, it is essential to contact appropriate school district heads before that meeting.
- Condensing press materials: in order to increase the likelihood that public service spot announcements will be picked up for radio, TV and newspaper dissemination, such materials should be kept brief, since media staffs are unlikely to take the time to edit. Care in writing these announcements increases the possibilities of public airing (see appendix for sample press releases).

- From past experience: we learned the most effective recruitment techniques were newspaper press releases and advertising. 50% of the women indicated that newsprint had initially made them aware of the program. Word-of-mouth and Parent Association activities were also responsible for attracting sizable numbers of women (16% for each recruitment mode). Radio, adult education courses, libraries, community organizations, etc., accounted for the remaining 18%.

An active community relations officer at your college can provide you with access to local organizations and community groups. Should there be a well-organized college relations staff or an on-campus adult education center, put these reservoirs of talent and facility to work for you. An assessment of the strengths, capabilities and commitment of your associates would be helpful in maximizing your recruitment efforts. Contact, involve and expect the utmost from staff personnel; then learn to practice the fine art of personalized, persistent-yet-courteous, follow-up.

Miss Emily Faithfull's Printing Office
engraving from Lady Magazine, June 21, 1862, England

Wood engraving
Albrect Dürer – depicting The Virgin birth in a Lying-in Hospice run by women and midwives.

CHAPTER V
THE HOW OF THE PROGRAM

A PROFILE OF THE PROGRAM

Introductory Conference

A large "kick-off" meeting, which will later be parceled into smaller, more intimate workshops. The function of this first meeting is to:

1 get the women to the campus
2 give them an idea of the areas to be covered in the series
3 allow them a taste of what will ensue
4 permit them to register for the program, if they choose, at the conclusion of the meeting.

Self-Awareness Workshops:

- Concentrating on participants' strengths rather than weaknesses.
- Inquiring into the personal implications of societal expectations, and each individual's response to those internalized demands.
- Reducing anxiety concerning the management of multiple roles of wife, mother and student.
- Furnishing ongoing support with the ultimate goal of self-actualization via a realistic appraisal of each women's ability to accomplish, based on her own life pattern.
- Encouraging an exploration into uncharted possibilities and new life goals.

Career Orientation Workshops:

- Exploring and clarifying career interests.
- Examining traditional and non-traditional career areas.
- Disseminating information about the current job market and the employment outlook in general.

College Information Workshops:

- Translating college terminology such as matriculation, tutorial, contact hours, transcript, curriculum, etc.
- Providing a comprehensive listing of services and programs offered.
- Focusing on college applications and admissions procedures.

THE INTRODUCTORY CONFERENCE

1 A Suggested Outline

- Chairperson
- Welcoming Address
- Keynote Speaker
- Career Exploration Activity
- Lunch
- Introduction to Workshop Seminars
- Registration for Workshop Series
- Career Interest Survey

2. Each Speaker's Function

Chairperson (lead counselor)

The first speaker, the chairperson, discusses the need for a program for mature women. She raises some of the questions that the women have been asking themselves. "What should I do with the rest of my life?" "What career is right for me?" "Where can I get the training I need?" "Can I compete in a world of 18-year-old students?"

Welcoming Address (high administrative person, preferably college president)

The function of this speech is to acknowledge, to both counselors and women participants, administration's support of the program. It also offers a manifest invitation to mature women to attend the college.

Keynote Speaker (a successful woman professional)

In sharing her personal experiences, she functions as an effective and positive role model.

Career Exploration (counselor-initiated ice breaker)

The function of getting the women to meet others than those with whom they came is accomplished in this activity. In addition to permitting physical movement after a long sitting and listening session, it provides a sample of the activities that will be undertaken during the workshop series.

Lunch

Introduction of Workshop Seminars (counselor)

The workshop series to follow is described in some detail by this speech. It is a discussion of what the program is about.

Registration for Workshop Series

Career Interest Survey

Administering the KUDER (KOIS) and/or whatever other survey materials are scheduled at this time.

PEASANTS
ENGLAND, FOURTEENTH CENTURY

Bonded tenants were forced to have their corn ground at the lord's mill, at a monopoly price.

The husband in this drawing is not concerned that his wife is doing the hardest part of the job. Under medieval law and mores, women were virtually without rights and were expected to be the obedient servants of their men. In practice, this was not always the case among the upper classes, but it was with the poor.

3. Ideas and Hints

- It is a good idea to give each woman a resource packet which contains all the materials she will need for the Introductory Conference: a program detailing the day's events, program registration forms, college promotional material, pencils, nametags, etc.

- Check through our Resource Book List for free or low-cost publications. Arrange for enough to be sent *in time* for inclusion in each woman's resource packet or for use during appropriate workshops.

- Mature women students presently enrolled in the college make effective role models and should be included in the program whenever possible, i.e., leading groups during an "ice breaking"* activity, etc. Mature women students may also be scheduled for a full workshop session.

- If you have a day care program on campus, you may be able to arrange for child care during the Introductory Conference. Generally, however, children attending the conference should be discouraged.

* *Ice Breakers* (partner games: suggested by Professor Anita Baskind, Bronx Community College) to be played by two women who do not know each other:

partner game: tell your partner about your "dream job." Listen to her "dream job." Now share your "nightmare jobs."

partner game: ask your partner, "You came here *now. Why at this moment in your life?*" Now answer when she asks you.

partner game: "When I was younger, I thought I would like to become a _____. I didn't, because _____."

partner game: "My family told me I should be a _____. I did/didn't because _____"

Make up your own partner games, focusing on extremes in terms of career preferences. The games may be varied by having two sets of partners share their "dream jobs," opening the process to a larger group.

These "ice breakers" serve the function of confirming to the women they do indeed have career ideas for themselves. In addition to being fun and instructive in terms of self-awareness, they also open the way to new friendships in the group.

4. *Introductory Conference Checklist*

_____ Space reserved
_____ Parking arrangements
_____ Switchboard notified
_____ Lead counselor's phone number identified
_____ Gate security notified
_____ Lunch/coffee urns and cookies arranged
_____ Guest speakers confirmed
_____ Women contacted
_____ Program reproduced
_____ Audio-visual presentation (if any) arranged
_____ Microphone arranged
_____ Advance registrations list
_____ Custodial—set up stage, lectum, tables for materials, ash trays, etc.
_____ Resource packets collated
_____ Invitations to participating college personnel
_____ Keynote speaker confirmed
_____ Transportation for Keynote Speaker
_____ Sign-in arrangements
_____ Registration materials and arrangements
_____ Name tags
_____ "Ice breaker" activity
_____ Campus map reproduced
_____ Pens and pencils
_____ Gratuities—custodians, waiters
_____ Background information to introduce guest speaker
_____ Career interest survey (if any) ordered
_____ Student ushers and assistants arranged
_____ Child care facilities (if any) scheduled

TOPICS FOR SELF-AWARENESS WORKSHOPS

MOTIVATION ADVANCE PROCESS
(self-actualization)

The process attempts to encourage self-mastery through a realistic appraisal of each woman's powers "to-be-and-do," based on her own life pattern. Working in small groups with a trained leader, the women analyze their personal strengths. This is accomplished through the preparation of a chart by each participant listing her accomplishments at various ages throughout her life and the reasons why she rated each accomplishment as "successful." Each chart is then analyzed by the group in order to: 1) identify *patterns* of success, and 2) clarify each woman's *personal definition* of success. See the video-tape and accompanying training manual* of the process, which was the model used in the self-awareness workshops.

Counselors who are interested in developing leadership skills in the Motivation Advance Process are advised to send for a specially produced videotape and accompanying manual. These materials provide counselors with experiential learning in the Motivation Advance Process.

Motivation Advance Process—video-tape and training manual are available for your use. Contact INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION (IRDOE), 33 West 42nd Street, New York, N.Y. 10036

MANAGING MULTIPLE ROLES

1. Invite a currently enrolled adult woman student to discuss her personal experiences at "juggling" the roles of wife-mother-student.

2. Set up a panel discussion format with several adult women students and have them share their experiences.

3. Be available, in your role as workshop leader and counselor, to function as a role-model and answer questions about how you manage the many phases of your own life.

CONSCIOUSNESS-RAISING

Open discussion into the personal implications of:

a) societal expectations of the female role
b) family expectations
c) feelings about housework, mothering
d) individual functioning in relation to these feelings and expectations
e) fantasies about the future
f) the threatening aspects of success

TOPICS FOR CAREER ORIENTATION WORKSHOPS

EXPLORING CAREER INTERESTS

1. Administer the KUDER (Kuder Occupational Interest survey), the Strong-Campbell, or other career interest surveys. Build into the workshops time for small groups or individual discussions of the results.

2. Schedule "pencil and paper" activities * which relate to career interests.

   * An excellent reference source for these activities is PATH—A Career Workbook by E.H. Figler, published by Carroll Press, 43 Squantum Street, Cranston, R.I. 02920.

   Munson, J. *Data, People, Things, 1974* (see p. 79 for sample copy).

   The Fifteen Things I Love To Do (see p.87 for sample copy).

3. Provide information about careers*
   Careers for Women in the 70's: Women's Bureau, Employment Standards U.S. Dept. of Labor.
   Occupational Outlook Handbook in Brief 1975-1976 Edition.

4. See Resource Book List, p. 43 for many other available materials.

ENCOURAGING AN EXAMINATION OF BOTH TRADITIONAL AND NON-TRADITIONAL WORK FIELDS	1. Invite women faculty members from such departments as chemical technology, engineering technology, as well as from business administration, secretarial science, nursing, etc. 2. Invite women from private industry engaged in both traditional and non-traditional careers. 3. Distribute current booklets such as "Women in Science and Technology: Careers for Today and Tomorrow", etc. 4. Show film strips, video tapes, etc., projecting women in all fields of employment. 5. Invite employed women alumni to share the experience of their new lives and careers. 6. Schedule question and answer time into each guest speaker/workshop participant encounter.
PRACTICING JOB INTERVIEWS	Set up "rehearsal" situations to prepare the women to answer the questions they'll be asked in the job interview experience.
WRITING RESUMES	Bring in sample copies of resumes for workshop distribution and ask the women to prepare their own resumes based on their backgrounds and experience.
SCHEDULING INDIVIDUAL CONFERENCES	Bring together all the survey materials, tests and data related to each individual—answer the questions about all she has experienced in the program to help her reach a decision.

TOPICS FOR COLLEGE INFORMATION WORKSHOPS

TRANSLATING COLLEGE JARGON

1. Schedule a session to explain the mystifying terminology.
2. Prepare a mimeographed alphabetized presentation of the meanings of curriculum, tutorial, contact hours, credits, etc. (see Appendix C p. 73).

ACQUAINTING WOMEN WITH COLLEGE OFFERINGS:

1. Invite faculty members from various departments to workshop sessions.
2. Arrange for a tour or a series of tours of the campus for on-site meetings with faculty members.
3. Prepare campus tour to familiarize the women with such areas as the library, student services office, financial aid office, student newspaper, student lounges and organizations, campus equivalent of Over 25 Club, honors department, cafeteria, remedial laboratories, etc.
4. Schedule a lecture on the in-depth use of library facilities for research purposes.
5. Provide a clear campus map which includes all rapid transit approaches to the campus.
6. Schedule question and answer time whenever possible into each faculty/workshop participant encounter.

FOCUSING ON COLLEGE APPLICATIONS AND ADMISSIONS PROCEDURES:

1. Offer a mimeographed sample requesting a high school transcript.
2. Have all registration materials ready well in advance for an instructional "show and tell" session.
3. Distribute current college bulletins and application blanks for future use.
4. Arrange an advance registration day, if possible, for those women electing to apply.
5. Schedule individual conferences for those with special problems.

Mrs. Maria C. Douglass, M.D., and the first class of pupil nurses in Burma
1888 engraving, England

CHAPTER VI
THE COUNSELOR'S ROLE

RESPONSIBILITIES OF THE WORKSHOP LEADER

- Expediting the logistics of space, time recruitment, food service, materiel, promotion, resource persons— keeping everyone involved informed of developments, dates and arrangements.

- Organizing the workshops, designing the agenda and implementing the components of career orientation, college information and self-awareness.

- Creating a supportive atmosphere to smooth the way for college entrance for those program participants who desire it.

We found that the organization and direction of the workshop program required the lead counselor to devote one full day a week for a series scheduled on alternate weeks and servicing approximately fifty women. If workshops are scheduled weekly, it will require the lead counselor to devote approximately two days a week: one day for planning, paperwork, and individual conferences, and one day for workshop implementation.

From: *Lore Jarmul*
Assistant to the Dean
Queensborough Community College

1. Notes on Professional Staff Commitment

The program does require a considerable commitment in professional staff time. Queensborough assigned 6 people to the program—5 counselors plus the assistant to the dean of students, who served as liaison person. These 6 people spent 2 days in training and 1 day in evaluation at the end of the year, in addition to leading groups and having individual counseling sessions with the women in their groups. Also, the liaison person attended all the sessions of the program and spent a good deal of additional time in administrative details. These included arranging for the space—an off-campus house usually used for vocational guidance and testing—contacting women faculty members of the "25+" Club to act as peer sponsors, organizing the campus tour, and generally being available to women in the program who had any questions or problems. Although it is hard to arrive at an exact figure, a total of between 400 and 500 professional hours were probably spent on the program over the year. If Queensborough were to run this program again—at the time of this writing, a course structured along the same lines is planned for Spring 1977 in the college's continuing education program—it would take a good deal less professional time. Several counselors are now familiar with the program and could take part in it with little preparation time.

2. Role Models

The small groups of women who got to know each other well during the Motivation Advance part of the program felt a great need to talk among themselves in later sessions. Often this talk, over lunch or while waiting for a session to begin, would get bogged down in the apprehensiveness they felt about actually managing the transition from full-time housewives and mothers to part-time homemakers plus college students. An afternoon spent with mature women who are already in college, and who could answer the nitty-gritty questions from personal experience, was extremely helpful. At Queensborough we enlisted the help of a club called "Twenty-five Plus." This project of helping other women like themselves proved to be a positive force to the club members, who suddenly saw a new purpose for their club, as well as for the potential new college students.

The club sent out a mailing for volunteers to meet with the *Women in a Changing World* group, and 12 women came on a snowy, miserable January day during the college's intersession. They talked among themselves first in a sort of "warm-up" session over a bag lunch they had brought (the program provided very welcome hot coffee) and then joined the other group who had spent the morning on evaluation of the program. Fortunately there were representatives of several different curricula, so that specific academic questions could be answered as well as a large variety of more general questions. For instance:

"What are the remedial courses like?"
"I've never written a term paper. Where can I get help?"
"When do you do your homework?"
"How do you feel in a classroom full of teenagers?"
"How can I convince my husband that it's a good idea for me to go to college?"

The answers tended to be both honest and reassuring. The message always was: "We know how you feel. We were scared, too. But we made it, and you can, too. And you'll find that going to college is very satisfying, and you will feel very good about yourself."

There was also much practical advice. The women offered suggestions on how to cope with registration, how many courses to sign up for, where help is available on the campus, how to put your new role of student to best advantage with your children, and so on.

At the end of the session women exhanged phone numbers, establishing an informal "buddy" system. Although few of the women actually ever used those phone numbers (they tend to call on workshop members for help in the early months, since close ties are established as a result of the group experience) there was general agreement that the opportunity to meet with women who are already in college was extremely valuable. The only criticism they made was that this meeting came too late in the program. They would have liked this personal contact with current students to come at an earlier session, when they were trying to decide whether attending college was a reasonable choice for them.

From: *Anita Baskind*
Assistant Professor, Student Development
Bronx Community College

SUPPLEMENTING THE WORKSHOP SERIES

The women bring many concerns to the program and the group sessions are designed to touch upon all of them. However, we sensed the need for supplementing the program in several ways throughout its duration, immediately after its close, and during the first semester of attendance. We chose to deal in various supplemental ways with managing multiple roles; information about the college; career exploration.

1. Individual Counseling Interview
2. The Transition to Enrolled Student
3. Special Freshman Orientation

1. Individual Counseling Interview

Each woman in the group was invited to meet with the liaison counselor individually, usually on a different day from that of the group session. Although the tenor of the session was informal and relaxed, the interviewing protocol remained constant in the counselor's mind even if the order of questions was occasionally changed.

a) "In your success chart, we touched upon your past, emphasizing those areas in which you felt a sense of well-being. Now it would be helpful to *review your life since you left high school in order to get a chronological idea of where you've been, what choices you've made.*"

The women were encouraged to keep a chronological account. As they progressed, the counselor pointed out skills and talents used, underscored crisis times, and encouraged evaluation of each life choice (change of job, marriage, etc.) by ascertaining how and why each new situation occurred and also why a job, for instance, was left.

Summary statements by the counselor reiterated the highs and lows, the strengths, etc. The women seemed reaffirmed by this activity, thoughtful during their explanations, and dreamily but productively introspective as they spoke.

b) "There have been many recruitment efforts in the community, and indeed, you could have attended college on your own at any time within the last few years of Open Admissions. *Can you try to explain why you think you responded positively to this particular recruitment effort at this particular time in your life.*"

The women were able to point out previous attempts made, and also able to identify the support they found most helpful from the group sessions. In almost all of the cases, they spoke of repeated previous attempts to mobilize themselves for college, thwarted by lack of support from the family, small children in school, fears that they couldn't do the necessary intellectual work like the "kids," etc. Most spoke of having already cleared away some of the obstacles and of feeling positive about their present situation vis-a-vis starting a new venture in life.

c) "Coming to college will use up a certain amount of your time. *In what ways will you have to live your life differently when you start college work?"*

The women asked questions about college scheduling. They assessed their study hour needs and were assured that the important thing was to find their own best method or best time. They discussed making provisions for child care, supportive statements by husbands and other members of their families, especially by children.

d) "We presented the general interpretation of the Kuder Inventory in one of the group sessions. *What were your reactions to the specific results on your profile?"*

The women used the Kuder results either to confirm their thoughts about their curriculum choice or for further exploration. They were encouraged to investigate any areas new to them and not be anxious to declare a specific curriculum their first semester but rather to use some extra time for career exploration while they were on campus taking basic courses.

e) *"Are there any questions you have?"*

In most cases, the interview had touched upon many areas of concern. Most questions asked were deferred, if appropriate, to the extra meetings to come.

f) *Application Review and Processing*

Since this was a concrete action that really was the culmination of the attendance in the group session, it often had a celebration atmosphere, something probably akin to the "closing" meeting before buying a house! "Good luck" were often the parting words. (The counselor felt the satisfaction of a midwife.)

Although an exhaustive interview would be effective (and desirable) as a normal pre-admission procedure, we feel that the workshop group sessions, particularly those concerned with the success chart, enhanced the productiveness of the individual interview. In fact, we made it a practice not to schedule individual interviews until after at least the third group session.

2. The Transition to Enrolled Student

As we neared the end of the group sessions, we also neared the end of the semester. Placement examinations, financial aid workshops and other registration prerequisites were looming. In order to allay anxiety by providing the fullest information possible, a luxury we cannot offer to our regular freshmen, we scheduled additional meetings for those women who had decided to become students starting the coming semester.

a) *Remediation/Scheduling*

The women as a group were fearful of being unable to study well, of being unprepared, though many of them had earned their high school diplomas at a time when

reading and writing standards were much more stringent than at present. They therefore welcomed an explanation that placement examinations were *not* connected to their admission, but were rather truly a *placement* instrument. They were almost relieved to understand that they would be helped in a formal class structure if they were found to need reading, writing, or mathematics remediation.

The second piece of information was the nature of class schedules at the college. It was important for the women to understand that a three-credit course usually met one hour a day, three days a week or, as a special situation, three hours on one day, Saturday (a convenience many women sought). With the introduction of the rule-of-thumb formula, "two hours of homework for every hour in class," the women then had the knowledge for their assignments: How many credits do you want to register for? What are your time parameters for attending classes?

A directed reading list of basic courses was included. In many cases, there was a great deal of choice in the way certain requirements could be met. The women were asked to read course descriptions and rank preferences where appropriate.

b) *Academic Advisement*

The women returned after completing the assignments and were then individually advised as to basic and alternative course selection within their curriculum with due consideration given to placement results, special interests. The satisfactions derived were:

1) The counselor was able to give reasoned, unhurried attention to a first semester course selection process (impossible to do under the pressures of the usual freshmen registration procedures).

2) The women, armed with information they fully understood, had prepared themselves by further careful reading, and could feel that they were taking a large measure of responsibility for their decisions.

c) Registration

An arbitrary decision was made to give the women in the program special attention on the day of registration. Their anxiety level was extremely high, their excitement a joy to be capitalized on. It was felt that after what had been a soul-searching decision on their part to start a new venture in life, we didn't want them defeated before they began. The usual registration procedure had no check points to avoid conflicts in schedules or misinterpretation of advisement. Therefore freshmen often were unlucky enough to be mired in program changes, perhaps even missing many class sessions the first week, the unfortunate result of understaffed faculty and large numbers of students to be processed in a small stretch of time.

Our goal was a correct, no-conflict schedule for each woman. This was achieved by releasing the liaison counselor to work only with the women for one half-day of registration time. Student aides assisted and the counselor checked every schedule. The woman were in good shape for the first day—after that, they were on their own!

3. Special Freshmen Orientation

How long do you provide unusual help? When do you wean? What problems should be dealt with?

We were able to give special treatment to the woman by using our already-established Freshman Orientation program but assigning them all to one section with one specific counselor. We therefore capitalized on an already-formed group dynamic that was positive and supportive. The women were able to use the Freshman Orientation sessions in extremely productive ways. They were truly self-starting and motivated, following up on suggestions from the counselor re: career exploration, learning the college systems, understanding curricula requirements, etc. It was as if they had a long-standing, painful thirst—all manner of liquid was set out before them and they were joyfully determined to drink every drop in each glass. However, much of the time was spent in dealing constructively with the upheaval in their personal lives. Some peer students (also mature women but who had been attending for several semesters) were invited to join the group.

The women were becoming aware that the initial acceptance and encouragement in their family was changing, transformed into negative nagging. Husbands/lovers were suddenly withdrawing whatever household help they had formerly given freely and even became overcritical about dust. Tiredness, particularly that which would lead to lessening of sexual activity, would be met with long lectures about how responsibilities were not being met. It was as if the men were so threatened that they had to see that women failed to fulfill all roles. It slowly dawned on the women that they were expected to be Superwomen!

Children who had previously been chafing under supervision of homework could now not get started unless "Mommy" helped. The need for attention was great. The women shared these revelations and in doing so, gathered the strength and the strategies to meet the crisis reactions with determination, a more defined sense of self wrested from the turmoil, and a surprisingly empathic understanding of the dynamics at work in the family. Anger turned into constructive action, and for most women, adjustments were achieved. In a sense, the women were able to use the Freshman Orientation to truly do the jobs of defining their mission at the college.

Needless to say, gifted counseling increases productivity of the group, but of course the group had started at a more advanced group dynamic stage than any random Freshman Orientation section.

At the introductory meeting for our second *Women in a Changing World* series, the first semester women appeared practically en masse and eloquently said, in effect: "I'm here— I really don't believe I've about completed a semester. But if I'm here, *you* can be here, too. Do it for yourself."

CHAPTER VII
RESOURCE BOOK LIST

CATALYST
14 East 60th Street, New York, N.Y. 10022

Career Opportunities Series $1.25 each

C1	Accounting
C2	Advertising
C3	Art
C4	Banking
C5	Communications
C6	Counseling
C7	Data Processing
C8	Education
C9	Engineering
C10	Environmental Affairs
C11	Finance
C12	Fund Raising
C13	Health Services
C14	Home Economics
C15	Insurance
C16	Law
C17	Library Science
C18	Personnel
C19	Psychology
C20	Public Relations
C21	Publishing
C22	Real Estate
C23	Recreation
C24	Retailing and Fashion
C25	Social Work
C26	Travel Agent
C27	Urban Planning

Career Options Series for Undergraduate Women $1.95 each

U11	Planning for Career Options
U13	Launching Your Career
U1	Have You Considered Accounting?
U2	Have You Considered Banking?
U3	Have You Considered Engineering?
U4	Have You Considered Finance?
U5	Have You Considered Government and Politics?
U6	Have You Considered Industrial Management?
U7	Have You Considered Insurance?
U8	Have You Considered Retail Management?
U9	Have You Considered Restaurant Management?
U10	Have You Considered Sales?

CATALYST (continued from preceding page)

Education Opportunities Series $.90 each

E1	• General Information for the Returning Student
E2	• Business Administration
E6	• Counseling
E8	• Teaching
E10	• Environmental Affairs
E13	• Health Services
E16	• Law
E17	• Library Science
E19	• Psychology
E25	• Social Work
E27	• Urban Planning

Self-Guidance Series 1.75 each

G1	• Planning for Work
G2	• Your Job Campaign

Resume Preparation Materials

R1	• Resume Preparation Kit (for groups of four)	20.00
R2	• Resume Preparation Manual (for individual use)	3.50

HARVARD UNIVERSITY PRESS
79 Garden Street, Cambridge, Mass. 02138

- Gayle Graham Yates, *WHAT WOMEN WANT*, 3.95 paperback HP122 (YAW1)

MC GRAW-HILL BOOK COMPANY
1221 Avenue of the Americas, New York, N.Y. 10020

- Rosalind K. Loring, ***NEW LIFE OPTIONS: The Working Woman's Resource Book***, 10.95-√038742-7
- Ruth Helms Osborn, ***DEVELOPING NEW HORIZONS FOR WOMEN***, 7.95, softcover, √047780-9
- Elinor Lenz, *SO YOU WANT TO GO BACK TO SCHOOL*, 4.95 softcover, √037178-4
- John Shingleton, *CAREER DECISION MAKING*, 5.95 softcover, √056904-5

Military nurses sent to the Greco-Turkish front by the Princess of Wales, May 29, 1897
engraving by S. Begg for London's Daily Chronicle

BALLANTINE BOOKS
201 East 50th Street, New York, N.Y. 10022

- Susan Rennie and Kirsten Grimstad, *THE NEW WOMAN'S SURVIVAL SOURCE BOOK,* A Knopf Book, $5.00 softcover. √73035

SIMON AND SCHUSTER
630 Fifth Avenue New York, N.Y. 10020

- Schwartz, Felice N, et al., *HOW TO GO TO WORK WHEN YOUR HUSBAND IS AGAINST IT, YOUR CHILDREN AREN'T OLD ENOUGH, AND THERE'S NOTHING YOU CAN DO ANYHOW,* $2.95 softcover, √21534

- Winter, Elmer, *WOMEN AT WORK: EVERY WOMAN'S GUIDE TO SUCCESSFUL EMPLOYMENT,* $5.95 cloth, √82552

- Lederer, Muriel and the Editors of Consumer Guide, *NEW OPPORTUNITIES FOR WOMEN* $8.95 cloth, √22133-7

- McGrath, Lee Parr and Joan Scobey, *CREATIVE CAREERS FOR WOMEN, A HANDBOOK OF SOURCES AND IDEAS FOR PART-TIME JOBS,* $1.00 paper, √671-10231-1

PILOT BOOKS
347 Fifth Avenue New York, N.Y. 10016

- Casewit, Curtis, *STRATEGIES FOR GETTING THE JOBS YOU WANT NOW,* $2.50 paper, √053-8

- Hilton, Terri, *SMALL BUSINESS IDEAS FOR WOMEN – AND HOW TO GET STARTED,* $2.50 paper, √050-3

- Coopersmith, Sylvia R., *TRAVELING JOBS FOR WOMEN – A GUIDE TO EXCITING CAREER OPPORTUNITIES,* $2.00 paper, √037-6

- author not listed, *HOW TO GET THE JOB YOU WANT AFTER FORTY,* $2.50 paper, √014-7

- author not listed, *NEW HORIZONS FOR THE HOUSEWIFE,* paper $2.00 √024-4

- author not listed, *BACK TO WORK LADIES – A CAREER GUIDE FOR THE MATURE WOMEN,* $2.00 paper, √015-5

PRENTICE-HALL INC.
Englewood Cliffs, New Jersey 07632

- Kreps, Juanita. *WOMEN AND THE AMERICAN ECONOMY: A LOOK TO THE 1980's,* $2.95 paper, √96231-6

- Donaho, Melvin W., and John Meyer, *HOW TO GET THE JOB YOU WANT: A GUIDE TO RESUMES, INTEVIEWS AND JOB-HUNTING STRATEGIES,* $3.95 paper, √40724-7

BEACON PRESS
25 Beacon St Boston, Mass. 02108

- Ronco, William, *JOBS: HOW PEOPLE OPERATE THEIR OWN*, paper 3.95 √2745-6

- Winter, Dorothy, *HELP YOURSELF TO A JOB: A GUDE FOR RETIREES*, paper 3.95 √BP540

ATHENIUM BOOKS
100 Park Avenue, NY 10017

- Harragan, Betty Lehan, *GAMES MOTHER NEVER TAUGHT YOU: CORPORATE POLITICS FOR WOMEN*, hardcover, 10.95 √76-53673

WOMEN'S BUREAU
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

- Why Not Be a Medical Technologist? Leaflet 44, folder 1971 — free
- Why Not Be a Technical Writer? Leaflet 47, folder 1971 — free
- Who Not Be an Apprentice and Become a Skilled Craft Worker? Leaflet 52, folder reprinted 1974 — free
- Trends in Women's Employment and Training in Selected Professions — free
- Continuing Education for Women: Current Developments — free
- Get Credit for What You Know, Leaflet 56, folder 1974 — free
- Continuing Education Programs and Services for Women, Pamphlet 10 — free
- Selected Sources of Career Information 1974 — free

WOMEN'S PROGRAM
New York State Department of Commerce
112 State Street, Albany, New York

- Applying for your first job — free
- Careers for women with business degrees — free
- Careers in the travel business — free
- Careers for young women in banks — free
- Careers—home economics here and abroad — free
- Expanding opportunities for women in life insurance — free
- More careers for women in fashion — free
- Real estate as a career for women — free
- The lure of librarianship — free
- Jobs for women in mental health — free
- Pointers on how to apply for that all-important first job — free
- Careers for women in technical writing — free
- Careers for women in engineering — free
- Opportunities for women in New York State government — free
- Advertising as a career for women — free

NEW YORK STATE DEPARTMENT OF LABOR
Division of Employment
370 Seventh Avenue, New York, N.Y.

- Are you a woman looking for a job? — free
- Guide to preparing a resume — free
- How to get and hold the right job — free
- How to sell yourself to an employer — free
- Old—Or just mature? — free
- Old is "old hat" — free
- Job tests—a yardstick for hiring — free

NEW YORK CIVIL SERVICE DEPARTMENT
State Campus
1200 Washington Avenue, Albany, N.Y.

- Looking for a job? — free
- Careers for college graduates in New York State — free
- Your career in public welfare — free
- Your invitation to a career in social work in New York State — free

NEW YORK STATE DEPARTMENT OF MENTAL HYGIENE
Office of Community Mental Health Services
240 State Street, Albany, N.Y.

- Career leaflets for jobs: Attendants. Nurses. Occupational Therapists. Recreation Instructors. Psychiatrists. Clinical Psychologists. Social Workers. — free

SUPERINTENDENT OF DOCUMENTS
U.S. Government Printing Office, Washington, D.C. 20402

- Career guide for demand occupations. — $.30
- Occupational Outlook Handbook. — 4.75
- Occupational Outlook Quarterly (monthly magazine) — free
- Teaching opportunities, a directory of placement information. — .25
- You can get that job (Maturity is an asset). — .10
- Memo on job finding for the mature woman. — .05
- Today's woman in tomorrow's world. — .50
- Job finding techniques for the college woman. Leaflet 27 — .10
- Career Counseling for Women in the Federal Government — 1.80
- Commitment to a Better Life: National Policy Concerns for Older Women. 1976 — .95
- Economic Problems of Aging Women, Hearings before the Subcommittee on Retirement Income and Employment of the House Select Committee on Aging. 1975 — .45

- Get Credit for What You Know. 1976. — .35
- Menopause: The Experts Speak. 1974. — .55
- Who are the Working Mothers? 1973. — .35
- Why Women Work. 1974. — .35
- Women in Apprenticeship—Why Not? 1974. — .75
- Women in Health Careers. 1976. — 2.30
- Women in the Mortgage Market. 1976. — 2.25
- Women Owned Businesses. 1976. — 4.40
- The Women Up From Soap-Suds Row. 1975. — .35
- Workers and Allies, Female Participation in the American Trade Union Movement. 1824-1976 — 2.00
- A Working Woman's Guide to Her Job Rights. 1976. — .65

(The U.S. Government Printing Office will give discounts when publications are purchased in amounts of 100 copies or more of a single publication.)

ALUMNAE ADVISORY CENTER
541 Madison Avenue, New York, N.Y.

- 24 jobs for the liberal arts major — $.25

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
2401 Virginia Avenue, N.W., Washington, D.C. 20037

- New careers for women.

FEDERATION EMPLOYMENT AND GUIDANCE SERVICE
215 Park Avenue South, New York, N.Y.

- Resources for the employment of mature women and/or their continuing education (a selected bibliography and aids). — .35

INSTITUTE OF LIFE INSURANCE
Women's Division, 277 Park Avenue, New York, N.Y.

- Working women . . . who are they? — free
- Your financial worksheet (a guide for women returning to the job world.) — free

NEW YORK LIFE INSURANCE COMPANY
Career Information Service, Box 51, Madison Square Station, New York, N.Y.

- Career opportunities (56 booklets on careers written by authorities in their fields). — free

ROCHESTER INSTITUTE OF TECHNOLOGY
65 Plymouth Avenue, South Rochester, N.Y.

- Vocational guidance series. — free

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth St N.W., Washington D.C.

- Public teaching—opportunities for women college graduates. — free

AMERICAN HOME ECONOMICS ASSOCIATION
1600 20th Street N.W., Washington, D.C.

- A career in social welfare or public health. — .15
- Unfold your future in home economics. — free
- A career in home economics—a diamond in your life. — .10
- Home economics career wheel. — free
- Career opportunities in home economics in business. — .35

COMMUNITY SERVICE SOCIETY
105 East 22 Street, New York, N.Y.

- Careers in social work. — free
- Social case work—what is it? — free
- Questions and answers about social work. — free

COMMITTEE IN NURSING
National League of Nursing, 2 Park Avenue, New York, N.Y.

- Careers in nursing. — free
- Nursing—a profession for you. — free

THE HARD LESSON.

"MAMMA," said little Elsie, "Annie May don't like me. She rubbed out my sums to-day, and refused to lend me her knife, and she sets all the girls against me. I'll be even with her yet, though."

"I can find you a way to do that," said Mrs. Lubeck, pointing to a verse in the Bible, and Elsie read aloud those sweet words of Jesus.

"Love your enemies: do good to them that hate you; and pray for them that despitefully use you and persecute you."

Forgiveness is the only safe and sweet revenge.

A Page from a Primer for Girl Children
circa 1800's - U.S.A.

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
270 Madison Avenue, New York, N.Y.

- Accounting may be the right field for you. — free

AMERICAN ASSOCIATION OF ADVERTISING AGENCIES, INC.
420 Lexington Avenue, New York, N.Y.

- The advertising business and its career opportunities. — .10

YOUNG WOMEN'S CHRISTIAN ASSOCIATION
Bureau of Communications, 600 Lexington Avenue, New York, N.Y.

- Vistas for women. — free

"The Widow and Her Friends"
book illustration by Charles Dana Gibson

CHAPTER VIII
APPENDICES

A — Introductory Conference Program Materials
B — Promotional Materials
C — Glossary of Academic Terms and Test Sheet
D — Pencil and paper Activities

APPENDIX A

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Stevenson Hall, Bronx Community College campus

I. Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Monday November 3, 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Members: Phyllis Berger, P.E.
June Buckley, M.A.
Florence Cogan, M.Ed.

Date: Monday, November 17 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Bronx Community College

Mae Goldberg, M.S., and a
Staff Representative from Bronx Community College Center for Continuing Education and Community Services

Date: Monday, December 1 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM OCTOBER 20, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President James Colston, Ph.D., L.L.D., L.H.D.

Dean Vera Minkin, Ed.D.

Keynote Address: Dean Dolores Bullard, M.A.

"Beyond Consciousness Raising--Then What?"

Career Exploration: Professor Anita Baskind, M.S., M.A.

LUNCH WITH STUDENT REPRESENTATIVES

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat, Ph.D.

Workshop Registration

Career Interest Survey

BRONX COMMUNITY COLLEGE

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WORKSHOP SERIES -continued-

IV. A. Deciding on a Career

Workshop Leader: Anita Baskind, M.S., M.A.

B. After your A.S. or A.A.S. Degree, then what? Meeting employed Bronx Community College graduates.

Date: Monday, December 15 10 a.m. to 2 p.m.

Individual conferences with vocational guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

Date: Monday, January 5 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Monday, January 19 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - BRONX COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

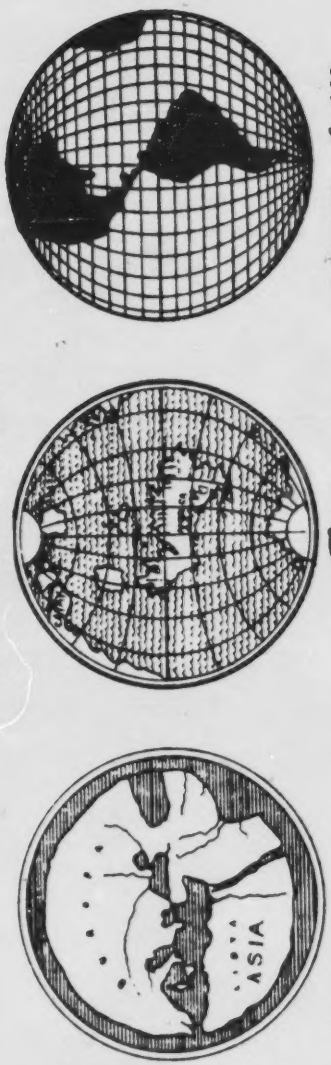
Name _____ Phone # _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

in cooperation with

BRONX COMMUNITY COLLEGE



"Women in a Changing World"

INTRODUCTORY CONFERENCE

OCTOBER 20, 1975

SILVER HALL LOUNGE

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

APPENDIX A

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Lounge B, 799 Seventh Avenue
Borough of Manhattan Community College

Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Wednesday, November 12 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Members: Doris Fitzgerald, Ph.D.
Shirley Harrison, Ph.D.
Sylvia Saunders, Ph.D.
Cynthia Zucker, M.A.

Date: Wednesday, November 19 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Borough of Manhattan Community College

Date: Wednesday, December 10 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM NOVEMBER 5, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President Edgar D. Draper, Ph.D.

Keynote Address: Daisy Hicks, M.A.

"Woman Power in the Twentieth Century"

A Chance to Get Acquainted:

Judith Beldner Sage, M.Ed.

LUNCH

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat

Workshop Registration

Career Interest Survey

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

IV. A. Deciding on a Career.

Workshop Leader: Judy Beldner Sage, M.Ed.

B. After your A.S. or A.A.S. Degree, then what?

Date: Wednesday, December 17 10 a.m. to 2 p.m.

Individual conferences with vocational and guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

College Campus Tour.

Date: Wednesday, January 14 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Wednesday, January 28 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - BOROUGH OF MANHATTAN COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

Name _____ Phone# _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

In cooperation with

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

"Women in a Changing World"

INTRODUCTORY CONFERENCE

NOVEMBER 5, 1975

LOUNGE B

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

APPENDIX A

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Newman Center, 50-47 Cloverdale Blvd.
(opposite college)

Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Thursday, November 6 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Discussants: Queensborough Community College Women Faculty

Date: Thursday, November 20 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Queensborough Community College

Workshop Leader: Rudolfo Maurizio, M.A.

Date: Thursday, December 4 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM OCTOBER 23, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President Kurt R. Schmeller, Ph.D.

Keynote Address: Nell Bassett
WTFM Community Affairs Director

"You Can Do More Than You Think You Can"

A Chance to Get Acquainted: Lore Jarmul, M.A.

LUNCH WITH STUDENT REPRESENTATIVES

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat, Ph.D.

Workshop Registration

Career Interest Survey

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QUEENSBOROUGH COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

IV. A. Skill Assessment and Your Career.

Workshop Leader: Sarah Papier, Ph.D.

B. After your A.S. or your A.A.S. Degree, then what? Meeting employed Queensborough Community College graduates.

Date: Thursday, December 18 10 a.m. to 2 p.m.

Individual conferences with vocational guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

Date: Thursday, January 8 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Thursday, January 29 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - QUEENSBOROUGH COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

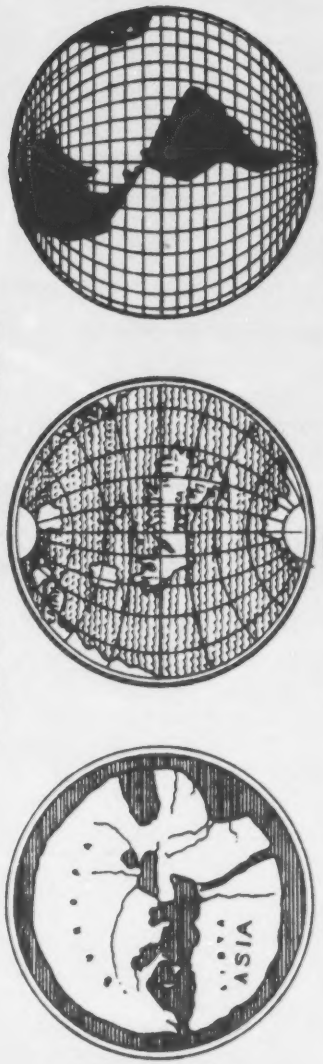
Name _____ Phone # _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

In cooperation with

QUEENSBOROUGH COMMUNITY COLLEGE



"Women in a Changing World"

INTRODUCTORY CONFERENCE

OCTOBER 23, 1975

CAMPUS CENTER

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

APPENDIX A

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Board Conference Room A-230
Staten Island Community College

I. Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Monday, November 10 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Members: Diane Crothers, J.D.
Carolyn Fazzolari, M.M.E., P.E.
Ruth Goodman, M.A.
Myra Hauben, M.S.
Miriam Tausner, M.A.

Date: Monday, November 24 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Staten Island Community College

Roslyn Attinson, M.B.A.
Norma Chernok, M.Ed.
Rosemarie Scampas, M.S.

72 Date: Monday, December 8 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM NOVEMBER 7, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President William M. Birenbaum, J.D.

Keynote Address: Dean Roslyn Attinson, M.B.A.

"Women in the World of Work"

A Chance to Get Acquainted:

Deborah Hurd, M.S. 59

LUNCH

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat, Ph.D.

Workshop Registration

Career Interest Survey

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STATEN ISLAND COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

IV. A. Deciding on a Career

Workshop Leader: Charlotte McPherson, M.A.

B. After your A.S. or A.A.S. Degree, then what?

Workshop Leader: Lorelei Migenes, B.A.

Date: Monday, December 15 10 a.m. to 2 p.m.

Individual conferences with vocational guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

College Campus Tour.

Date: Monday, January 12 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Monday, January 26 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - STATEN ISLAND COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

Name_____ Phone #_____
(Last) (First)

Address_____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

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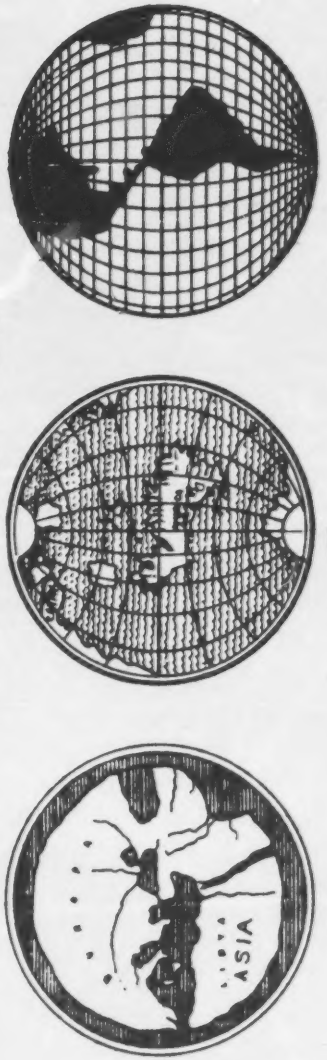
STATEN ISLAND COMMUNITY COLLEGE



"Women in a Changing World"

INTRODUCTORY CONFERENCE

NOVEMBER 7, 1975

AUDITORIUM

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

APPENDIX B

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
1411 Broadway, New York, N.Y. 10018

Deanna Chitayat
(212) 354-2251

RADIO SPOT ANNOUNCEMENT

City University Community Colleges will offer a free program for women to find out about new careers and how to prepare for them.

Women interested in selecting a new career are invited to the free introductory conference including a light lunch. Four daytime introductory conferences will be held at Bronx, Queensborough, Borough of Manhattan, and Staten Island Community Colleges.

Women attending will be able to enroll for six free workshops in coming weeks: on career training, choosing a course of study, and solving problems of the working wife and mother. The program is open to all women who hold a high school diploma or the equivalent.

For information, call Sharon or Deanna at (212) 354-2251.

NOTE: FOR IMMEDIATE RELEASE. PLEASE CONTINUE USE UNTIL NOVEMBER 6.

APPENDIX E

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

CITY UNIVERSITY OF NEW YORK
1411 Broadway, New York, N. Y. 10018
(212) 354-2271 • 354-2272

CONTACT: Deanna Chitayat
(212) 354-2251

FOR IMMEDIATE RELEASE

NEW YORK CITY COMMUNITY COLLEGES OFFER FREE PROGRAM

ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

A free program for women who want to find out about new careers and how to prepare for them is being offered by four community colleges throughout New York City. Women with a high school diploma or equivalency who are interested in choosing a new career are invited to an introductory conference and free lunch. The introductory conferences will take place at:

Bronx Community College (Monday, October 20, Silver Hall Lounge, 181st St. and University Ave., Bronx)
Queensborough Community College (Thursday, October 23, Campus Center, 222-05 56th Ave., Bayside)
Manhattan Community College (Wednesday, November 5, Lounge B, 799 Seventh Ave., Manhattan)
Staten Island Community College (Friday, November 7, Auditorium, 715 Ocean Terrace, Staten Island)

Each conference will be held from 10 a.m. to 2 p.m.

The program, entitled "Women in a Changing World: New careers for a better life," is designed to help the mature woman gain awareness of career opportunities and her own abilities and interests.

Those women who are interested in any of the hundreds of careers available will have a chance to sign up for six free workshops in coming weeks, which will cover career interest exploration, career training information, counseling and guidance, help in choosing a course of study, and open discussions on problems of the working wife and/or mother. Last year two hundred and seventeen women, meeting in small groups, participated in the program. In general, the

New Careers for Women...

women ranged in age from 25 to 55 years. However, the program is open to women of any age.

"I considered coming to college before," said one of the participants, "but the door didn't seem as open until this program came along."

The college President will welcome the group at the introductory conference, and at each college a prominent woman will be the keynote speaker.

The program is under the auspices of the Institute for Research and Development in Occupational Education of the City University of New York.

To register, or for additional information, contact Sharon Hymer or Deanna Chitayat at (212) 354-2251.

NOTE TO EDITOR: If you wish to send photographer and/or reporter to cover the event, they will be accorded every possible privilege.

APPENDIX B

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

CITY UNIVERSITY OF NEW YORK
1411 Broadway, New York, N. Y. 10018
(212) 354-2271 • 354-2272

Deanna Chitayat
(212) 354-2251

RADIO SPOT ANNOUNCEMENT

City University Community Colleges will offer a free program for women to find out about new careers and how to prepare for them.

Women interested in selecting a new career are invited to the free introductory conference including a light lunch. Four introductory conferences will be held at:

Bronx Community College on Monday, October 20th;

Queensborough Community College on Thursday, October 23rd;

Borough of Manhattan Community College on Wednesday, November 5th; and

Staten Island Community College on Friday, November 7th.

Each conference will start at 10 a.m. and last only until 2 p.m.

Women attending will be able to enroll for six free workshops in coming weeks: on career training, choosing a course of study, and solving problems of the working wife and mother. The program is open to all women who hold a high school diploma or the equivalent.

For information, call Sharon or Deanna at (212) 354-2251.

NOTE: FOR IMMEDIATE RELEASE. PLEASE CONTINUE USE UNTIL NOVEMBER 6th.

APPENDIX B

INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

CITY UNIVERSITY OF NEW YORK
1411 Broadway, New York, N. Y. 10018
(212) 354-2271 • 354-2272

CONTACT: Deanna Chitayat
(212) 354-2251

FOR IMMEDIATE RELEASE

BRONX COMMUNITY COLLEGE OFFERS FREE PROGRAM
ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

A free program for women who want to find out about new careers and how to prepare for them is being offered by Bronx Community College. Women with a high school diploma or equivalency who are interested in choosing a new career are invited to an introductory conference and free lunch in Silver Hall, on Monday, October 20th, from 10 a.m. to 2 p.m., (University Ave. & West 181 St., Bronx, N.Y.).

The program, entitled "Women in a Changing World: New careers for a better life," is designed to help the mature woman gain awareness of career opportunities and her own abilities and interests.

Those women who are interested in any of the hundreds of careers available will have a chance to sign up for six free workshops in coming weeks, which will cover career interest exploration, career training information, counseling and guidance, help in choosing a course of study, and open discussions on problems of the working wife and/or mother. Last year two hundred and seventeen women, meeting in small groups, participated in the program. In general the women ranged in age from 25 to 55 years. However, the program is open to women of any age.

APPENDIX B

BRONX COMMUNITY COLLEGE OFFERS FREE PROGRAM

ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

"I considered coming to college before," said one of the participants, "but the door didn't seem as open until this program came along."

Bronx Community College President, James A. Colston will welcome the group at the introductory conference, and Dolores Bullard, Assistant Dean of Academic Affairs will be the keynote speaker.

The program is under the auspices of the Institute for Research and Development in Occupational Education of the City University of New York.

To register, or for additional information, contact Sharon Hymer or Deanna Chitayat at (212) 354-2251.

NOTE TO EDITOR: If you wish to send photographer and or reporter to cover the event, they will be accorded every possible privilege.

APPENDIX B

INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

CITY UNIVERSITY OF NEW YORK
1411 Broadway. New York, N. Y. 10018
(212) 354-2271 • 354-2272

CONTACT: Deanna Chitayat
(212) 354-2251

FOR IMMEDIATE RELEASE

QUEENSBOROUGH COMMUNITY COLLEGE OFFERS FREE PROGRAM

ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

A free program for women who want to find out about new careers and how to prepare for them is being offered by Queensborough Community College. Women with a high school diploma or equivalency who are interested in choosing a new career are invited to an introductory conference and free lunch in the Campus Center, on Thursday, October 23rd, from 10 a.m. to 2 p.m., (222-05 56th Ave., Bayside,NY

The program, entitled "Women in a Changing World: New careers for a better life," is designed to help the mature woman gain awareness of career opportunities and her own abilities and interests.

Those women who are interested in any of the hundreds of careers available will have a chance to sign up for six free workshops in coming weeks, which will cover career interest exploration, career training information, counseling and guidance, help in choosing a course of study, and open discussions on problems of the working wife and/or mother. Last year two hundred and seventeen women, working in small groups, participated in the program at colleges in Brooklyn and the Bronx. In general the women ranged in age from 25 to 55 years. However, the program is open to women of any age.

APPENDIX B

QUEENSBOROUGH COMMUNITY COLLEGE OFFERS FREE PROGRAM

ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

"I considered coming to college before," said one of the participants, "but the door didn't seem as open until this program came along."

Queensborough Community College President, Kurt R. Schmeller, will welcome the group at the introductory conference, and a prominent woman will be the key-note speaker.

The program is under the auspices of the Institute for Research and Development in Occupational Education of the City University of New York.

To register, or for additional information, contact Sharon Hymer or Deanna Chitayat at (212) 354-2251.

NOTE TO EDITOR: If you wish to send photographer and or reporter to cover the event, they will be accorded every possible privilege.

APPENDIX B

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

CITY UNIVERSITY OF NEW YORK
1411 Broadway, New York, N. Y. 10018
(212) 354-2271 • 354-2272

CONTACT: Deanna Chitayat
(212) 354-2251

FOR IMMEDIATE RELEASE

BOROUGH OF MANHATTAN COMMUNITY COLLEGE OFFERS FREE PROGRAM
ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

A free program for women who want to find out about new careers and how to prepare for them is being offered by Borough of Manhattan Community College. Women with a high school diploma or equivalency who are interested in choosing a new career are invited to an introductory conference and free lunch in Lounge B, on Wednesday, November 5, from 10 a.m. to 2 p.m.,(799 Seventh Ave.,NY, NY)

The program, entitled "Women in a Changing World: New careers for a better life," is designed to help the mature woman gain awareness of career opportunities and her own abilities and interests.

Those women who are interested in any of the hundred of careers available will have a chance to sign up for six free workshops in coming weeks which will cover career interest exploration, career training information, counseling and guidance, help in choosing a course of study, and open discussions on problems of the working wife and/or mother. Last year two hundred and seventeen women, working in small groups, participated in the program at colleges in Brooklyn and the Bronx. In general, the women ranged in age from 25 to 55 years. However, the program is open to women of any age.

"I considered coming to college before," said one of the participants, "but the door didn't seem as open until this program came along."

APPENDIX B

New Careers for Women...

Borough of Manhattan Community College President, Edward D. Draper, will welcome the group at the introductory conference, and a prominent woman will be the keynote speaker.

The program is under the auspices of the Institute for Research and Development in Occupational Education of the City University of New York.

To register, or for additional information, contact Sharon Hymer or Deanna Chitayat at (212) 354-2251.

NOTE TO EDITOR: If you wish to send photographer and/or reporter to cover the event, they will be accorded every possible privilege.

APPENDIX B

INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

CITY UNIVERSITY OF NEW YORK
1411 Broadway, New York, N. Y. 10018
(212) 354-2271 • 354-2272

CONTACT: Deanna Chitayat
(212) 354-2251

FOR IMMEDIATE RELEASE

STATEN ISLAND COMMUNITY COLLEGE OFFERS FREE PROGRAM

ON NEW CAREERS FOR WOMEN IN CHANGING WORLD

A free program for women who want to find out about new careers and how to prepare for them is being offered by Staten Island Community College. Women with a high school diploma or equivalency who are interested in choosing a new career are invited to an introductory conference and free lunch in the Auditorium, on Friday, November 7, from 10 a.m. to 2 p.m., (715 Ocean Terrace, S.I.,NY).

The program, entitled "Women in a Changing World: New careers for a better life," is designed to help the mature woman gain awareness of career opportunities and her own abilities and interests.

Those women who are interested in any of the hundreds of careers available will have a chance to sign up for six free workshops in coming weeks which will cover career interest exploration, career training information, counseling and guidance, help in choosing a course of study, and open discussions on problems of the working wife and/or mother. Last year two hundred and seventeen women, meeting in small groups, participated in the program at colleges in Brooklyn and the Bronx. In general, the women ranged in age from 25 to 55 years. However, the program is open to women of any age.

"I considered coming to college before," said one of the participants, "but the door didn't seem as open until this program came along."

APPENDIX B

New Careers for Women...

Staten Island Community College President, William J. Birenbaum, will welcome the group at the introductory conference, and a prominent woman will be the keynote speaker.

The program is under the auspices of the Institute for Research and Development in Occupational Education of the City University of New York.

To register, or for additional information, contact Sharon Hymer or Deanna Chitayat at (212) 354-2251.

NOTE TO EDITOR: If you wish to send photographer and/or reporter to cover the event, they will be accorded every possible privilege.

APPENDIX C

GLOSSARY OF ACADEMIC TERMS

The following is a glossary of frequently used academic terms and brief explanations of what they mean to a student. More detailed information can be found in other sections of the catalog.

SESSIONS

Academic Year — The college operates on a semester basis. Two semesters (fall and spring) make up the regular academic year. In addition, there is a summer session. In each of the semesters and in the summer, classes are held both day and evening.

Day Session — Classes are held on Mondays through Fridays, from 8:00 a.m. to 6:00 p.m. during the regular academic year. The day session operates on an 11-period day (a period generally runs fifty minutes).

Evening Session — Classes are held on Mondays through Fridays, from 6:00 p.m. to 10:30 p.m. and on Saturday mornings from 9:00 a.m. to 12:30 p.m. during the regular academic year. The evening session operates on a 3-period evening.

Summer Session—The college's program of courses and co-curricular activities which is scheduled within the period from Commencement Day to Labor Day. For the most part, classes are held on Mondays through Thursdays, morning, afternoon, and evening, during a specified summer schedule.

STUDENT STATUS

Day Student — One who attends the college for a majority of his courses during the daytime hours.

Evening Student — One who attends the college for a majority of courses during the evening hours.

Full-Time Student — One who takes a minimum of 12 credit hours in any given semester or session. A full-time student may be either a matriculated or non-matriculated student.

Part-Time Student — One who takes less than 12 credit hours in any given semester or session. A part-time student may be either a matriculated or non-matriculated student.

Foreign Student — 1) A non-citizen of the United States living in this country; 2) A student from a foreign country who is attending college here on an appropriate visa. Foreign students may be matriculated or non-matriculated, in day or evening session.

Matriculated Student — Generally, one who is accepted into the college in a specific curriculum pursuing the associate degree, and who is eligible for free tuition if a bona fide resident of New York City. Matriculated students may attend the college during the day or in the evening.

Non-Matriculated Student — Generally, a part-time student who has not been accepted into the college in a specific curriculum, but who is taking courses because he wishes to, and pays tuition for each course. Non-matriculated students usually attend the college in the evening.

Lower Freshman — A student who has completed up to 12 credits satisfactorily.

Upper Freshman — A student who has completed at least 12 but no more than 28 credits satisfactorily.

Lower Sophomore — A student who has completed at least 28 but no more than 48 credits satisfactorily.

Upper Sophomore — A student who has completed 48 credits or more satisfactorily.

APPENDIX C

Matriculated Status, Change of — (1) A student who changes voluntarily from a matriculated day student to a matriculated evening student or vice versa. A written request for this change must be submitted to the office of the registrar, no later than December 1st for the following spring semester and no later than July 1st for the following fall semester; (2) A student whose matriculated status has been removed by the college committee on course and standing as a result of not maintaining satisfactory academic standing; (3) A matriculated student who has not attended the college for more than two successive semesters automatically relinquishes his matriculated status.

Leave of Absence — Matriculated students who do not register for one or two successive semesters are considered to be on a leave of absence and do not lose their matriculated status. After two semesters of non-attendance, it is necessary to apply to the registrar for an extension of the leave in order to maintain matriculation.

Withdrawal From Class — When a student follows the official procedure to drop a course but still continues to attend the college. Courses may be dropped voluntarily up to a specified time during each semester, without penalty. Non-attendance in class does not result in an official withdrawal. Improper withdrawal can result in a failing grade for excessive absences. Excessive number of withdrawals may result in loss of matriculation. (See page). See "J" Grade.

Withdrawal From College — When a student withdraws from all courses. Students wishing ot withdraw from the college should follow official procedures by obtaining the necessary forms from the office of the registrar.

ACADEMIC PROGRAMS

Degree Program — A prescribed program leading to a two-year associate degree. The Board of Regents of the University of the State of New York has authorized the college to grant the degrees of associate in arts, associate in science, and associate in applied science. Degree programs are open to matriculated students in both day and evening sessions.

Career Programs — Not primarily designed for transfer they prepare graduates for positions in business, industry, and the technologies. Many of the career curriculums in which the associate in applied science degree is earned lead to four-year degree programs in the senior colleges of City University of New York, State University of New York and elsewhere.

Transfer Programs — Offer graduates the opportunity to transfer to four-year and upper division units of the City University of New York, as well as to other public and private senior colleges. The associate in arts, the associate in science, and the business transfer associate in applied science are transfer programs at Staten Island Community College.

Certificate Program — A non-degree program, usually of less than two-year duration, taken generally by part-time students who wish to prepare for entry-level positions in career areas which do not require a degree program.

Non-Credit Programs — Specified courses or programs offered by the continuing education division of the college without any college credit. For students who are interested in taking individual courses as leisure-time activity or for self-improvement. Not generally applicable to degree programs.

Curriculum — A prescribed combination of courses and credits which lead to an associate degree. Within each of the degree programs there is a variety of curriculums, into which students are matriculated. Completion of the prescribed course of study is required to earn the associate degree.

Curriculum Core Courses — Courses which are uniquely required for a specific curriculum.

Curriculum Sequence — Within the prescribed curriculums for associate degrees there are selected program sequences. For example, a liberal arts curriculum which leads to an associate in arts degree may be earned with a sequence in non-science, performing and creative arts, urban and ethnic studies.

APPENDIX C

Required Courses — Those courses and academic areas specifically listed for each curriculum. Students should consult curriculum advisors if there are any questions about requirements.

Elective Courses — Those courses which are not specifically required for each curriculum, but which students are free to select to fulfill the elective portion of their curriculum requirements. Students should consult curriculum advisors before registering for elective courses.

Prerequisites — Courses which are required prior to enrolling in a given course(s).

Corequisites — Courses which are required to be taken collaterally with a given course(s).

Credit — A numerical value attached to a specific course, or program (i.e., English 111 — 3 credits). Each associate degree represents an accumulation of courses with their attached credits. There is a specific number of credits associated with each curriculum, i.e., — liberal arts (non-science), 64 credits; business career, 67 credits.

Credit Load — The aggregate number of credits taken by a student in any semester. Minimum credit load per semester for a full-time student is 12 credits. Maximum credit load per semester for a full-time day session student is 18 credits. (Permission to exceed this maximum must be obtained from the office of the chairman of the course and standing committee.) Maximum credit load for a part-time evening session student is three (3) courses plus physical education. Permission to exceed this maximum must be obtained from the office of the dean of evening session. Maximum credit load for summer session is defined in the summer session brochure under "Student's Course Load." Summer credits should not exceed one (1) credit per week of attendance during the session.

Contact Hour — The amount of time during which a class meets each week. Where tuition fees are applicable, they are paid on the basis of the contact hours.

Change of Curriculum — When a student changes his matriculated status from enrollment in one curriculum to another, i.e., change from liberal arts (non-science) curriculum to engineering science curriculum. It is necessary to file an official request for such change with the registrar's office. Students should consult their faculty advisors about the advisability of such a change. Written request must be received by the registrar no later than December 1st for the following spring semester and no later than August 1st for the following fall semester.

Change of Program — When a student adds or drops a course, or otherwise changes from one course section to another in a given semester, it is necessary to file appropriate *change of program* cards with the registrar's office. Changes of programs may be made according to a published schedule during the first week of classes. No courses may be added after classes have been in session for one week. Courses may be dropped without penalty up to the mid-semester period.

Placement Examinations — Given to entering students by the college in order to determine the appropriate level of coursework in a specific academic area in which a student should be enrolled.

Proficiency Examinations — Given by the State Education Department of New York and/or by the College Level Examination Program. Successful completion of the approved proficiency examinations may carry course credit in many of the basic courses required for the associate degree. Further information may be obtained from the office of the registrar.

ACADEMIC STANDINGS

Academic Standing — A student's current academic average for courses in progress or already completed. To be in *good* academic standing, a student must not be on probation. A useful "rule of thumb": satisfactorily completing coursework with a C grade average or better. Records of students who fail to maintain a good academic standing are reviewed by the committee on course and standing at the end of each semester. The committee may rule as follows: (1) The student may be placed on probation in the same

APPENDIX C

curriculum; or (2) The student may be placed on probation with a change in curriculum; or (3) The student may be dropped from the college for academic reasons.

Grades — Student grades in each course are awarded at the end of each semester by individual members of the instructional staff. Such grades are expressed by a single letter. For a detailed listing of the values of letter grades, see "Academic Regulations" on pages .. through ...

Quality Points — Numerical values assigned to each letter grade for each credit, used in calculating the grade point average or grade index. See "Academic Regulations" on pages ... through ....

Grade Point Average — The grade point average is determined by the grade obtained in the courses and the number of credits completed in a given semester. See "Academic Regulations" page...

Dean's List — Students who have attained a B average for the last 30 credits taken with no failures, are eligible to be on the dean's list. In the event that the last 30 credits fall in the middle of a semester listing on the transcript, the entire semester's work will be considered when calculating the grade point average.

Probation — An action taken by the committee on course and standing when a student who is not in good academic standing, but who is progressing toward the degree, is placed on a limited credit load. Students on probation may enroll for no more than 12 to 14 credits in a given semester.

Removal of Matriculation — An action taken by the committee on course and standing when a student is not progressing satisfactorily toward the degree because his academic standing has significantly below the minimum 2.0.

Academic Dismissal — An action taken by the committee on course and standing when a student's academic standing is so deficient that he is dropped from the college.

Transcript — The transcript issued by the college is a copy of the permanent record of the student named thereon. An official transcript is one bearing the seal of the college and the signature of the registrar. Official transcripts are not given to students or to alumni, but are mailed on the student's request directly to institutions or persons considering the applicant for admission or for employment. An unofficial transcript is one given to the person whose credits are listed and is marked unofficial or student copy. Staten Island Community College accepts no responsibility for the accuracy of an unofficial transcript after it has been issued. A student who wishes to have a transcript issued should file a Request for Transcript form at the office of the registrar and pay the required fees.

APPENDIX

NAME: _____ Bronx Community College

(please print)

TEST OF ACADEMIC TERMINOLOGY

The College handbooks, that will be distributed at a later date, have a special vocabulary. In order to be in a better position to assist you, we would like to know which phrases you are already familiar with.

Directions: Please circle the letter corresponding to the phrase that best completes the sentence.

1) The academic year

a. begins January 1 and ends December 31.
b. begins in the fall.
c. is completed only after obtaining 32 credits.

2) Day session classes

a. are held for 1 day.
b. are scheduled until 3 p.m.
c. are scheduled during the day and afternoon.

3) A full-time student is one who

a. takes a minimum of 12 credit-hours in a given semester.
b. takes a maximum of 12 courses for semester.
c. takes 16 credit-hours per semester.
d. goes to school all day, every day.

4) A matriculated student is one who is

a. accepted into the college in a specific curriculum.
b. taking courses to fulfill requirements for a college degree.
c. eligible for free tuition (if a resident of New York City).
d. all of the above.

5) Non-matriculated students

a. usually attend full-time.
b. pay tuition.
c. had poor high school grades.
d. all of the above.

6) Matriculated students

a. attend day session.
b. do not attend evening session.
c. can attend day or evening session.

7) A career program

a. is a community college program that prepares graduates for business, industry, or the technologies.
b. is primarily a work-study program where students can earn money.
c. requires four-years, full-time, to complete.

8) Transfer programs

a. are programs for students who have transferred from another college
b. offer the opportunity to transfer to four-year and upper division units of the City University of New York.
c. are non-degree programs taken by part-time students.

9) Certificate programs

a. are non-degree programs.
b. usually take less than two years to complete.
c. are usually taken by part-time students.
d. prepare students for entry-level jobs which do not require a degree program.
e. all of the above.

10) Prerequisites are

a. courses which are not specifically required for each curriculum.
b. courses required to be taken at the same time as other courses.
c. courses which are required before enrolling in a given course.

11) Contact hours

a. are always the same as the number of credits.
b. are the amount of time during which a class meets each week.
c. are social hours held weekly at the college.
d. none of the above.

12) Course credit

a. is your grade.
b. is a tuition loan.
c. is a numerical value attached to a specific course.
d. is always the same as contact hours.

13) Transcript is

a) a college diploma.
b) your course grade.
c) a copy of your permanent record in school.
d) a recording of an interview with a college counselor.

14) Please match the degree initials to the degree name:

Degree initials	Degree name
A.A.S.	Business Administration
A.A.	Applied Arts Degree
A.S.	Associate in Applied Science
B.A.	Associate in Arts
	Bachelor in Arts
	Associate in Science

DATA - PEOPLE - THINGS

1. The following sheets are labelled: Data - People - Things.

2. On each of the three (3) sheets use the column "My Preference" and place a 1 opposite the activity you most prefer. If you have further choices checked, place a 2 opposite your second choice, a 3 opposite your third choice. Record only what you like, NOT what you dislike.

3. Use all three (3) sheets and select the overall top 3 activities you prefer. You may use the bottom of this sheet as a work sheet.

4. Write you top three (3) activities on the CMP Summary Chart.

Top 3 DATA _____

_____

_____

Top 3 THINGS _____

_____

_____

Top 3 PEOPLE _____

_____

_____

Top 3 OVERALL _____

_____

_____

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DATA

MY PREFERENCE

Synthesizing:	_____	Bring information together to determine facts and develop new knowledge.
Coordinating:	_____	.rrange or organize the time, place, and order than an action should be taken based on the evaluation of the information.
Analyzing:	_____	Examining and evaluating information and suggesting possible courses of action as a result of the information that has been examined.
Compiling:	_____	Gather, put together, or sort information about people, data, or things.
Computing:	_____	Using arithmetic to solve problems involving numbers.
Copying:	_____	Rewriting, entering, or posting information.
Comparing:	_____	Use observed information or numbers to identify differences and similarities.

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Form V

THINGS

MY PREFERENCE

Setting-Up:	_____	Adjusting machines, install, replace or repair them so they will work properly.
Precision Working:	_____	Working around machines that require very accurate, clear-cut, and very careful decisions.
Operating-Controlling:	_____	Starting, stopping, controlling, and adjusting the progress of machines or equipment. Operating machines involves setting up machines and adjusting machines as the work progresses. Controlling equipment means observing gages, dials, etc., and turning valves and other devices to control such things as temperature, pressure, flow of liquids, speed of pumps.
Driving-Operating:	_____	Starting, stopping, and controlling machines. Includes machines like cranes, conveyor systems, tractors, trucks, buses, paving machines, and hoisting machines.
Manipulating:	_____	Using tools to work, move, guide or place objects or materials.
Tending:	_____	Starting, stopping and controlling equipment such as automatic washers, electronic equipment and stationary machines.
Feeding-Offbearing:	_____	Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.
Handling:	_____	Using yourself, hand tools or special devices to move or carry objects and materials.

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PEOPLE

MY PREFERENCE

Counseling:	_____	Helping people solve their problems.
Negotiating:	_____	Help people or groups of people to make rules (policies), decisions, and/or solutions.
Instructing:	_____	To teach or train people (including animals) skills and knowledge.
Supervising:	_____	Administer and oversee the work of other people.
Entertaining:	_____	Amusing or entertaining people.
Persuading:	_____	Sell people with a product, service, or point of view.
Guiding:	_____	Provide people with information and directions.
Serving:	_____	Work for or help other people with their requests and needs (desires).

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ABILITY SHEET

HOW WELL CAN I-

1 2 3 4 5
Low High

- carry out a logical procedure in my mind when there are no words or numbers to guide me? (abstract reasoning skill) - - - - -
- understand ideas expressed in numbers as well as think and reason with numbers? (numerical skill) - - - - -
- understand ideas expressed in words as well as think and reason with words? (verbal skill) - - - - -
- read quickly and accurately? (reading skill) - - - - -
- recognize errors in grammar, punctuation, spelling, and wording of sentences? (language usage skill) - - - - -
- type, record, file and do other clerical work? (clerical skill) - - - - -
- teach a skill I have to someone else? (instructing skill) - - - - -
- entertain or perform for others in activities such as dramatics, dance, gymnastics? (entertainment skill) - - - - -
- perform in a variety of sports activities? (athletic skill) - - - - -
- use the laboratory or library to discover answers or find information? (research skill) - - - - -

List in the SUMMARY CIRCLE only those items that are listed in BOTH the ABILITY BOX and INTEREST BOX.

List in the box below all the items rated 4 or 5. Use skill word.

ABILITY BOX

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Name:

ABILITY SHEET

HOW WELL CAN I-	1 2 3 4 5 Low High
- bring together various things, information and people to accomplish a goal? (organization skill)	- - - - -
- lead or supervise other people? (supervisory skill)	- - - - -
- help other people with their problems? (counseling skill)	- - - - -
- creatively use my hands in working with color and design work? (artistic skill)	- - - - -
- sing, play or read music? (music skill)	- - - - -
- conduct, compose, or arrange for a musical group? (music management skill)	- - - - -
- develop or produce something new? (creative skill)	- - - - -
- demonstrate or sell products or services to people? (selling skill)	- - - - -
- communicate or promote ideas to people? (media skill)	- - - - -
- relate well and enjoy working with people? (social skill)	- - - - -
- use my hands to work with sewing, leather, knitting, pottery, macrame, etc.? (craft skill)	- - - - -
- repair or work with appliances, machines or tools? (mechanical skill)	- - - - -
- visualize or imagine the shape and surfaces of a finished object before it is made just by looking at the drawings or plans - visualize things in three dimensions? (space relations skill)	- - - - -

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FORM V

1 2 3 4 5
Low High HOW MUCH DO I LIKE TO -

INTEREST SHEET

_____ – carry out a logical procedure in my mind when there are no words or numbers to guide me? (abstract reasoning skill)

_____ – work with ideas expressed in numbers as well as think and reason with numbers? (numerical skill)

_____ – work with ideas expressed in words as well as think and reason with words? (verbal skill)

_____ – read quickly and accurately? (reading skill)

_____ – recognize errors in grammar, punctuation, spelling, and wording of sentences? (language usage skill)

_____ – type, record, file and do other clerical work? (clerical skill)

_____ – teach a skill I have to someone else? (instructing skill)

_____ – entertain or perform for others in activities such as dramatics, dance, gymnastics? (entertainment skill)

_____ – perform in a variety of sports activities? (athletic skill)

_____ – use the laboratory or library to discover answers or find information? (research skill)

List in the box below all the items rated 4 or 5. Use skill word.

INTEREST BOX

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APPENDIX D

INTEREST SHEET

Name:

1 2 3 4 5 Low High	HOW MUCH DO I LIKE TO-
_ _ _ _ _	– bring together various things, information and people to accomplish a goal? (organization skill)
_ _ _ _ _	– lead or supervise other people? (supervisory skill)
_ _ _ _ _	– help other people with their problems? (counseling skill)
_ _ _ _ _	– creatively use my hands in working with color and design work? (artistic skill)
_ _ _ _ _	– sing, play or read music? (music skill)
_ _ _ _ _	– conduct, compose, or arrange for a musical group? (music management skill)
_ _ _ _ _	– develop or produce something new? (creative skill)
_ _ _ _ _	– demonstrate or sell products or services to people? (selling skill)
_ _ _ _ _	– communicate or promote ideas to people? (media skill)
_ _ _ _ _	– relate well and enjoy working with people? (social skill)
_ _ _ _ _	– use my hands to work with sewing, leather, knitting, pottery, macrame, etc.? (craft skill)
_ _ _ _ _	– repair or work with appliances, machines or tools? (mechanical skill)
_ _ _ _ _	– visualize or imagine the shape and surfaces of a finished object before it is made just by looking at the drawings or plans - visualize things in three dimensions? (space relations skill)

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FORM 101

APPENDIX D

THE FIFTEEN THINGS I LOVE TO DO

Objective:

1. Clarify one's own value system.
2. To explore values held in common within a group.
3. To become cognizant of how our personalities can shape our choice in careers.

Group Size:

Any size

Materials:

Sheet of Paper

Pencils

Process:

Have the students indicate 15 different things they enjoy doing. (10 - 15 minutes)

Coding System:

After the students have indicated their 15 items, have them indicate the following code next to each item to which it applies.

A. (alone) next to any item you would do alone.

S. (security) next to any item that does not involve risk.

P. (people) next to any item that demands having people.

I. (ideas) for those items that require abstract thinking working with ideas.

$ (money) for those items that require $5.00 or more each time it is done.

C. (competition) for those items that require that you compete.

CH. (challenge) next to those items that are challenging.

X. next to items which require special training.

TH. (things) for those items that require building, fixing.

CR. (creativity) next to those items that require creativity (artistic).

D. (detail) for those items that involve detail.

Have the student notice if they have many of one type of code: i.e., many A's, CR's, etc.

Complete these three sentences:

1. I learned that I _____
2. I realized that I _____
3. I was surprised that I _____

APPENDIX D

Questions for discussion:

1. What kind of person did you turn out to be? (e.g., loner, competitive)
2. How could your personality characteristics relate to a future major and job?
3. What types of occupations do you think you would not like? Why would you not like them?
4. What occupations do you think you would enjoy? Why?
5. In what category/categories would you place yourself in the Occupational Field Interests?
6. What do you consider your abilities to be?
7. What job cluster/clusters would you consider for yourself?